

**GRAMMATICAL ERRORS MADE BY THE SECOND SEMESTER  
STUDENTS IN WRITING II SUBJECT IN THE ENGLISH EDUCATION  
DEPARTMENT OF YOGYAKARTA STATE UNIVERSITY IN THE  
ACADEMIC YEAR OF 2012/ 2013**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of  
a *Sarjana Pendidikan* Degree in English Language Education**



**By  
Dewi Puspitasari  
06202244058**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
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**APPROVAL SHEET**

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**A Thesis**



**First Consultant**

A handwritten signature in black ink, likely belonging to Dr. Agus Widyantoro, the first consultant.

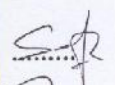
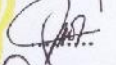
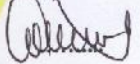
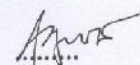
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## RATIFICATION

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ACADEMIC YEAR OF 2012/ 2013

### A Thesis

Accepted by the Board of Examiners of the Faculty of Languages and Arts of Yogyakarta State University on June 2013 and Declared to have fulfilled the Requirements to Acquire a *Sarjana Pendidikan* Degree in English Education.

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Yogyakarta, June 2013

Faculty of Languages and Arts

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## **PERNYATAAN**

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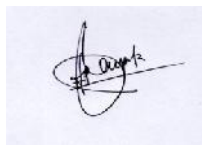
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Students In Writing II Subject In The English Education  
Department Of Yogyakarta State University In The  
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Menyatakan bahwa karya ilmiah ini adalah hasil karya saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim

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Yogyakarta, June 2013

Yang membuat pernyataan



(Dewi Puspitasari)

## **DEDICATIONS**

*This thesis is lovingly dedicated to:*

*My beloved mother (PRAPTI); the soul of my life, the air of my breath. The greatest thing of my life is being the luckiest daughter to have her as my mom.*

*My greatest father (SUTOMO); he teaches me everything. How I grow up, live, and survive. He is the best father in the world.*

*My lovely little brother (BAGUS SATRIA WIBAWA); He is so cute and funny. I love him so much.*

*My dearest and closest friends, who always love, motivate, and support each other. Keep our nice friendship forever!*

MOTTO

*“When I stand before God at the end of my  
life, I would hope that I would not have  
a single bit of talent left, and could say,  
“I used everything You gave me!”*

*(Erma Bem Beck)*

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The researcher realizes that her thesis would have never been finished without others' help. The researcher got so much guide, support, advice and suggestion from others. Therefore, the researcher wishes to express her deepest and sincere gratitude to:

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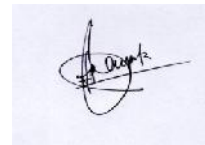
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Finally, this thesis is still far from being perfect, however, she hopes that it is useful for the improvement and development of the writing teaching and learning process at Yogyakarta State University.

Yogyakarta, June 2013

The Researcher

A handwritten signature in black ink, appearing to read 'Dewi Puspitasari', written over a light blue rectangular background.

(Dewi Puspitasari)



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06202244058**

**ABSTRACT**

The research is an attempt to find out the common morphological and syntactical errors made by the second semester students in Writing II subject in the English Education Department of Yogyakarta State University.

The research study is a case study on the production of morphological and syntactical errors in English Education Department students' English compositions. The data are collected from 20 compositions which were written by the second semester students, who were in C class. The researcher uses writing composition as the instrument. In this case, all categories of morphological and syntactical errors types are classified and described based on the Politzer and Ramires in Dulay, Burt and Krashen on theory of Linguistic Category.

Based on the result of the analysis, there are 192 errors found in the students' writing composition. In the morphological area, there are 27 (14.06%) errors. Meanwhile, in syntax area, there are 165 (85.94%) errors. The result of the analysis shows that morphological and syntactic errors comprise big number of errors in this study and the occurrence of syntactic error is higher than the morphological one. There are two main causes of the students' errors. They are the influence of their mother tongue and the lack of grammatical competence of the target language. The two major causes of errors result in interlingual errors and intralingual errors.

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English becomes the most essential language in the world. Therefore, many people are now learning English for English is a universal language. The global phenomenon of media communications such as magazines, newspapers, scientific books, journals, or other information sources are printed in English.

Today, in many parts of the world, English is used as a second language. Unfortunately, learning a second language is not as easy as learning the first language or mother tongue. In learning a second language, people deal with other people's language which is socially or culturally different from their own language. Knowing how learners acquire a second language is an interesting matter. Brown (1980: 164) gives a contribution to this matter by saying that human learning is basically a process including learning a language either a mother tongue or second language, which may not avoid making mistakes. Ellis (1997: 3) states that second language acquisition can be defined as a way in which people learn a language other than their mother tongue inside or outside of a classroom.

Moreover, Brown (1980: 164) states that to understand the process of second language acquisition, we needed to analyze the mistakes a learner makes in the process of constructing a new system of language. Ellis (1997: 15), in line with Brown, states that the main way to investigate second language acquisition is by collecting and describing samples of learners language such as by focusing on

kinds of errors learner make which most often is in grammar of the second language. Thus, either Brown or Ellis believes that the process of acquiring a second language can be traced from the errors or mistakes they produced.

Since English has been taught and introduced as the second language lesson, it is not only as a subject but it is also used as the medium of instruction. In teaching English, the learners are demanded to master four skills of the language, those are listening, speaking, reading and writing. The learners should also enrich vocabularies and understand the grammar. Speaking and writing involve a language production; therefore, they are referred as productive skills. Listening and reading involve receiving messages, therefore, they are referred as receptive skills.

From four macro skills, writing is the most difficult one for all language users whether the language is the first, second, or foreign language, because writing is an extremely complex cognitive activity. Richards and Renandya (2002: 303) states that writing is the most difficult skill for second language learners to master. The skills involved in writing are highly complex.

In line with Richard and Renandya, Hamp-Lyons in Nunan (1991: 91) states that it is true that writing is commonly a difficult activity for most people, both in mother tongue and in a foreign language. It is because the writing skill requires capabilities more than other language skills and it needs a special preparation. Writing is clearly a complex process. Therefore, it is acceptable that students often made errors or mistakes in writing and produced low quality of writing product.

There are several aspects that affect the student' writing. First, writing requires a set of complex skills. The students need to be able to spell English words and to master English grammar and punctuation rules. They also need to be able to construct the words into sentences and arrange the sentences into neat arrangements and coherent paragraphs. The second aspect is that the students do not re-read the text that they have just written. They do not revise their writing products. When they do not respond and revise the text, they will not find out the lapses and illogical sequences in their paragraphs. As the result, they cannot improve the quality of their texts.

From the statement above, it can be said that writing is complicated because it involves a complex cognitive activity and requires many other skills. One who wants to write has to think of the content, format, structure, vocabulary and mechanics as the variables of writing. Therefore, the students must also be able to organize and combine information into cohesive and coherent paragraphs and texts.

Writing abilities are taught to the students of the English Education Department of Yogyakarta State University. It is taught from the first semester to the fifth semester. The five subjects are taught to the students gradually, so that the students are supposed not to have difficulties in writing.

In reality, in the process of acquiring English in writing, the students make errors. Dulay in Brown (1994 : 205) states that an errors is a deviation from the adult grammar of a native speaker. Although, errors made by the learners may give contribution in understanding the process of second language acquisition, in this case, English. This is also experienced by the researcher and other students as

foreign language learners. It makes the researcher interested in analyzing errors made by students who are in the second semester taking a writing II subject of English Education Department at Yogyakarta State University. Then, the reason why the researcher takes the writing II subject is that the researcher is eager to know the capability of the students in the second semester. The researcher considers that by knowing it, it may help to determine which grammatical features should be more stressed than others. Later, it may also give some contributions on teaching English just like another goal of the second language research as well. By seeing this fact, an analysis is needed in order to know in what language aspects the students make errors and in what aspects they make errors most frequently.

Practically, an error analysis has some contributions to the teaching and learning process. It provides feedbacks for teachers on the effectiveness of their teaching materials, teaching techniques and it also makes teachers assess more accurately, what remedial works will be necessary for the students to prepare an English language test. By studying the errors made by the second learners, the researcher may be able to reveal the types of errors committed by the students. Consequently, studying errors also has immediate practical applications for the teachers in which errors provide feedbacks.

In addition, the result of the analysis can be used for researching language acquisition and learners' strategy in language learning. By analyzing students' errors, teachers can examine the most common errors so that they can decide the ways to treat and minimize errors.



Dulay (1982: 77) states that errors are classified into some types of category taxonomies namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Those errors can be made by any learners. A question may arise from this. What errors are often made by the students of English Education Department at Yogyakarta State University? Whereas this research will analyze the learners' errors based on linguistic category taxonomy, especially on morphology and syntactical categories.

## **B. Identification of the Problem**

The language learning is caused by many factors. Sadtono (1987) says that there are two factors which influence the language learning, namely, linguistic factors and non linguistic factors, the linguistic factors include the factor of the language itself, the relationship between the mother tongue and the foreign language and the components of the language such as orthography, phonology, vocabulary, and structure. While the non-linguistic factors include the aptitude, the personality, motivation, the teacher, the method, the facility, and the cultural social environment of the students.

Linguistic factors;

### **1. The language factor.**

Every language has its own difficulties that become the practical difficulty for anyone, both the native speakers and the foreign learners.

### **2. The relationship between the mother tongue and the foreign language.**

If the foreign language learnt is from the same family as the mother tongue, the learners will have little difficulties in studying it. On the contrary, if the foreign language is not from the same family as the learners' language, the learners will have a great difficulty in studying it.

### 3. The language components.

The language components such as orthography, spelling, pronunciation, structures, and vocabularies play an important role in language learning. They are the basic elements which support the language skills.

Non linguistic factors;

#### 1. Aptitude

The aptitude factor is very important. Every normal person has the ability to learn a language. If the learner has the aptitude, they will be successful in the language learning.

#### 2. Motivation

There are two kinds of motivation, namely, internal motivation and integrative or instrumental motivation. Internal motivation is the motivation that comes from the learner him/herself, while the instrumental motivation comes from the outside of the learner. According to H. Douglas Brown (2001: 72), motivation is probably the most frequently used catch all term for explaining the success in task and also in any complex task.

#### 3. Personality

People who are extroverts will be more successful than people who are not, as they have a broad mind and interact more with people.

#### 4. Teacher

A teacher who is good at teaching has comprehensive knowledge and experiences. These will bring her students to success. Harmer (2001: 261) in the writing, teaching and learning process a teacher has some roles. They are the motivator, resource, and feedback provider. As the motivator, the teacher motivates the students, creates the right conditions for generation of ideas, persuades them of the usefulness of the activity and encourages them to make as much effort as possible of maximum benefit. As the resource, the teacher should be ready to supply information and language where it is necessary. The last one as a feedback provider, the teacher gives responds positively and encouragingly to the content of what the students have written.

#### 5. Method

Every method has its own weaknesses and advantages. A good method is a method which can bring the learners to the objectives of learning. A good method should create an interesting atmosphere in the class including in writing activities which is believed to be difficult to teach. However, the teacher does not have a creative technique in teaching writing. She does not use many methods to teach writing so the students have low abilities and less motivation in writing.

#### 6. Facility

The facility of learning is very important. The available facilities will support the learners to learn language.

## 7. Cultural- social environments

The situation and the condition of the community around the learners have great influences. The learners will be successful as long as the environment supports the process of learning.

In addition, the students themselves can influence the teaching learning process. The Indonesian vocabulary and the English vocabulary are very different. It makes the Indonesian students find it difficult to improve their vocabulary. For that reason, many students often make many mistakes in the diction because they are lack vocabularies. Besides, errors in tenses often occur because there is no tense in the Indonesian. In contrast, a tense is very important in English. It is so informative that shows when events happen. For example, English spelling is quite different from Indonesian spelling. In Indonesian spelling, many words are pronounced based of alphabet sounds. On the other hand, in English's spelling, a single sound of a word may have different spellings (cent and send), (buy, by, bye), and the same spelling may have different sounds (desert and desert), (row and row). That is why many students make many mistakes in English's spelling when they write. It is because the correspondence between the sound of a word and the way it is spelt is not always obvious.

In classifying linguistics errors, Dulay (1982: 146) states that there are four important taxonomies to know. They are the linguistic category taxonomy, the surface strategy taxonomy, the comparative analysis taxonomy, and the communicative effect taxonomy. The linguistic category taxonomy classifies errors based on language components, using linguistic terms, for instance, in classifying errors into morphological and syntactic errors (grammar),

phonological errors (pronunciation), semantic and lexical errors (meaning and vocabulary) and discourse (style), every component is divided into smaller classifications. The surface strategy taxonomy classifies errors into four categories, namely omission of some required elements, addition of some unnecessaries or incorrect elements, misformation of elements, and misordering of elements. The comparative taxonomy classifies errors into four, namely developmental or intralingual errors, interlingual errors, ambiguous errors and other errors. Finally the communicative effect taxonomy classifies errors into global errors and local errors. In this paper, the researcher tries to analyze a morphological and syntactic errors made by the second semester students in writing II subject of the English Education Department at Yogyakarta State University based on linguistic category taxonomy.

### **C. Limitation of the Problem**

Dulay, Burt, Krashen (1982: 138) state that errors actually always appear in both speaking and writing process of language learning. It is a part of conversation or composition that deviates from some selected norm of mature language performance. For example in the sentences: “She read newspapers every morning.” That sentence deviates from English subject and verb agreement and produces error since morpheme {s/es} in verb is omitted. The correct one should be: “She reads newspapers every morning.” The correction of this sentence based on the consideration that in English, there is an agreement between subject and verb, where if the sentence is simple present and the subject of it is singular, verb in the sentence should be added by {s/es}.



Therefore, based on the background and identification, it is impossible to discuss all problems above. The researcher focuses on revealing on morphological and syntactic errors based on linguistic category taxonomy.

The researcher wants to make an analysis of morphological and syntactic errors in writing composition made by the second semester students of English Education Department at Yogyakarta State University. The result of the analysis can also be used as an indicator of students learning achievement and to guide the teacher in minimizing errors.

#### **D. Formulation of the Problem**

From the limitation of the problem above, the problem will be formulated as follows:

1. What types of morphological and syntactic errors are made by the second semester students taking writing II subject of English Education Department at Yogyakarta State University?
2. Which type of errors, in terms of morphological or syntactic that is committed most frequently in the compositions?

#### **E. Objectives of the Research**

The objectives of this research are as follows:

1. To describe what types of morphological and syntactic errors that are made by the second semester students taking writing II subject of English Education Department at Yogyakarta State University.

2. To find out which type of errors, in terms of morphological or syntactic that is committed most frequently in the compositions.

#### **F. Significance of the Research**

The result of this research is expected to be able to give the following advantages:

1. The English Learners

The consequence of the research will help the learners to be aware of the grammatical errors they made and the causes of the problems they face. It is expected that they will prevent to make the same mistakes in the future writing and attempt to use the grammatical correct in their writing products.

2. The Lectures

The effect of the research will help the lectures to recognize the learners' mistakes in writing, so they will pay attention to the errors made by the learners and also the reasons of the errors in their writing. Therefore, the lectures encourage them to give more effective explanation that helps the students to correct the errors made by themselves.

3. The Other Researchers

The result of this research will give information and inspiration in conducting other research studies. The other researchers try to find out the other solutions about it. Besides that, they will be stimulus to make a new and deeper research in the same type of the research but they try to create the best new reports.

#### 4. The English Department

The findings of the research will enrich the knowledge of English teaching learning process in the English Department. The results of the research will be useful for finding problems and evaluating problems then planning the actions and implementing the actions related to the process of English teaching and learning.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. English Teaching Learning Process**

Brown (2000: 7) states that a search in contemporary dictionaries reveals that learning is the acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. A more specialized definition as follows “Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.” Kimble and Garnezy (1963: 133). Similarly, in relation with teaching Brown (2000: 7), teaching may be defined as showing or helping someone to learn how to do something, giving some instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand. Breaking down the component of the definition of learning, Brown (2000: 7) extract the components of the definition as presented below.

- a. Learning is acquisition or ‘getting’,
- b. Learning is retention of information or skill,
- c. Retention implies storage systems, memory, and cognitive organization,
- d. Learning involves active, conscious focus on and acting upon events outside or inside the organism,
- e. Learning is relatively permanent, but subject to forgetting,
- f. Learning involves some form of practice, perhaps reinforced practice, and

g. Learning is a change in behavior.

In relation to English teaching and learning, Brown (2000: 1) suggests that language learning is not a set of easy steps that can be designed in a quick individual activity. It needs total commitment, total involvement, total physical, intellectual, and emotional response in the process of sending and receiving messages in a second language. In other words, second language learning is affected by various factors such as first language, a new way of thinking, feeling and acting toward the new language.

In addition, Brown (2000: 95) states that stressing the role of the native language on the target language has been common in second language teaching. The native language is an obvious set of prior knowledge which underlie the further learning process. As a result, people who learn second language use their previous experiences to facilitate the second language learning process.

However, an understanding toward the theory of teaching and learning is important in the second language learning because it underlies everything that happens in the classroom. This understanding is considered as a set of knowledge and principles enabling teachers, as “technician” in the classroom to diagnose the needs of students, to treat students with successful educational techniques, and to evaluate the outcome of those treatments Richards and Renandya (2002: 11).

Therefore, the process of language teaching and learning is not only the process of transferring knowledge from the teacher to students. In fact, it involves various factors which influence the effectiveness of language teaching and learning process. Some of those factors are the teacher, students, the background

knowledge, and the teaching method and strategies. In other words, an understanding toward the concept of language teaching and learning will be essential to determine the success of language teaching and learning in the classroom.

## **2. Teaching Writing**

### **a. Definition of Writing**

Writing is one of four important skills in language teaching learning. Being able to write is a vital skill for student of a foreign language as much as for everyone using their own first language. Cox (2007) states that writing is a way of knowing, of discovering what you know as what you put it down not only in the form of words and phrases but of scribbles and drawings, ideas and images and all other wonderful stuff in your mind that may only become clear as you engage in the process of writing it down. Just as you may not know what you're going to say until you say it, so you may not know what you're going to write until you write it. Thus, as you write, writing becomes a way of knowing. Grabe and Kaplan (1996: 181), explore the meaning of writing in terms of the rhetorical triangle in writing. Such triangle consists of the reader, the recipient of the final product of the writing process; the writer, the originator of the message; and the subject matter and text itself. Both the writer and the reader have to consider all these aspects when writing and reading, respectively, for each one plays a significant role in the journey towards meaning. Meanwhile Klein (1985 in Tan, 2009), writing is the ability to put pen and paper to express ideas through symbols. This

way, representations on the paper will have meaning and content that could be communicated to other people by the writer.

In writing, any idea that wants to advance must be supported with specific reasons or details. Campbell (1998:37) states that one of life's greatest releases is to express oneself in writing. As Harris (1993) has pointed out, writing is a complex activity. In the English Second Language context, the teaching of such a skill is confounded by the fact that second language writers are faced with differences between the conventions of writing in their first language and English, which cause confusion on the second language learner Hedge (1988). But still, this aspect of language learning writing has been a neglected area according to Hedge (1988). She further explains that it is only recently that research into writing has produced results that offer insights as to what good writers do. These ideas, according to Hedge (1988), have implications for teachers who want to help their students become good writers. Without a well-established or highly-recognized model of writing, teachers tend to have different ideas about its role in the classroom, what is involved in the teaching of writing, and the possible roles teachers and students play in developing activities to practice it Hedge (1988).

#### b. Process of Writing

Harmer (2004: 4-5) states that there are four main stages of the process of writing, that is, planning, drafting, editing (reflecting and revising) and final version.

It might decide to represent these stages in the following way:

planning → drafting → editing → final draft

1) Planning

This is the first stage in a writing process. When planning, the students have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, the students have to think about the audience they are writing for, this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured), but also the choice of language, it is formal or informal in tone. Thirdly, the students have to consider the content structure of the piece, how the best sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

The result of the first version of a piece of writing is called draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (Reflecting and Revising)

Once the students have produced a draft, then they read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear or the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other students who comment and make suggestions.



#### 4) Final Version

The students have edited their draft, making the changes they consider to be necessary, they produce their final version.

Harmer (2004: 6) represent all the aspect above in a different way, therefore; the process wheel below clearly shows the many directions that the students can take, either travelling backwards and forwards around the rim or going up and down the wheel's spokes.

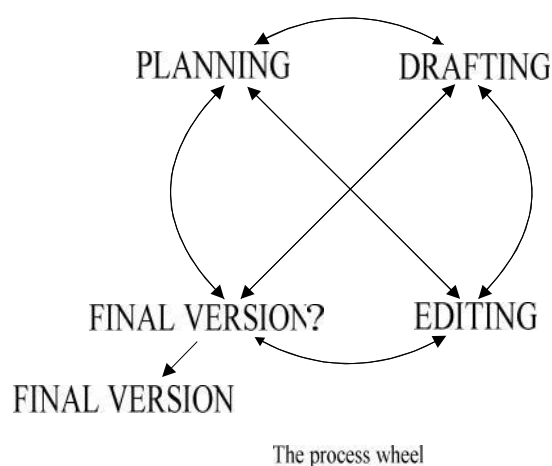


Figure 1. Process of Writing

The definitions above show that writing is a productive language skill. The process of writing includes planning, drafting, editing, and finally, final version. Planning in writing is very important in the writing process. Thus, writing needs process and skills that really involves students into some stages before going to any written product.

In relation to the writing process, Gower, Philips and Walters (2008: 115) divide guidelines for a process writing activity into six. They are as follows. The first is introduction. In this process, the teachers need to stimulate interest through

a listening or reading text and create a situation where a piece of writing is required. It is also important to discuss the text type and think about the reader, and etc. The second is working with ideas. The teachers get ideas from the students through brainstorming, mind maps, etc, note down ideas, develop ideas, and order the ideas. The third is planning. The teachers remind the students of the typical features and structure of the text type they are writing and help the students to use this knowledge to make a plan, dividing their ideas into paragraphs. The fourth is drafting. In this process, the students write a second draft, perhaps in pairs, from their note or plan. The fifth is reviewing or editing. Here, the students correct and improve their second draft-looking at content, language accuracy, organization, style, etc. at this stage; the teacher can take their work in and make comments. Then, the last is re-writing. The students write out the final version and then give it to the intended reader or teacher. The teacher has to decide what form feedback is going to take and to what extent and how to correct the text.

#### c. Writing in the Language Classroom

Harmer (2004: 31) writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

The most effective learning of writing skills is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out of class life. Harmer (2004: 39) states there are three main categories of learning which it is worth considering:

1) English as a Second Language (ESL)

This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day to day basis.

2) English for Specific Purposes (ESP)

Many students study English for a particular (or specific) purpose. The choice of topics and task for students should not only develop their general language competence but also be relevant to their reason for study. People who are going to study at an English medium University need to concentrate on English for Academic Purposes (EAP).

3) English as Foreign language (EFL)

This is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.

d. The Student's Writing Errors

Most of students' difficulties in writing come from the non-linguistic and linguistic factors. The non-linguistic factor covers students' motivation toward

writing. From the linguistic factors, the difficulties cover learners' errors in writing which can be related to language use.

Heaton (1975: 138) says that the writing skills are complex and difficult to teach requiring mastery not only of grammatical and rhetorical devices but also a conceptual judgment element although varied there are four main areas of writing skills:

- 1) Grammatical skills; the ability to write correct sentences,
- 2) Stylistic skills; the ability to manipulate sentences and use the language effectively,
- 3) Mechanical skills; the ability to use correctly those conventional rules peculiar to the written language, e.g. punctuation and spelling.
- 4) Judgment skills; the ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize and order relevant information.

Haffernan and Lincoln (1986 : 6) say that good writing requires a working knowledge of grammar, a refinement of the basic on instinctive knowledge people already have. However, good writing is more than works of using rhetoric in arranging words, phrases, sentences and paragraphs in such away to engage and sustain the readers' closely. Further, Lado (1964: 248) defines writing foreign language as the ability to use the language and its graphic representation productively in ordinary writing situations.

While, Wishon (1980) states that to write a good story, they should consider the following important points;

- 1) The first sentence should be interesting. It should attack the reader's attention and cause him to wonder about what will follow often questions are exclamations are good first sentences.
- 2) This even should be told in step by step order. This procedure helps the reader feel that he is participating in the story. Also it creates a certain kinds of feeling or suspense.
- 3) The story should build a climax. It should be concluding to answer all of the readers' questions. The point that the story is making should be reached in the climax which should impress or perhaps surprise the reader. When these principles are carefully applied, a story will have these essential qualities:
  - a) Unity. It will be about only one subject.
  - b) Coherence. The details will coherence, or stick together, and each detail is related to the story.
  - c) Emphasis. The point the story will be emphasized, even exaggerated.

e. Writing for the Second Semester

Writing competence will be developed through the strategy of functional practicing, for example by doing more writing exercise or practice. When the students are developing a text as a writing exercise, do not forget to include the knowledge of vocabulary, punctuation, grammar or structure.

The knowledge about grammar or structure and linguistic factors also have big rule in writing because a sentence will be meaningful if it is arranged in right patterns. Moreover, the students should know and understand about the outline. It

can helpful together to result of gathering and ordering ideas. An outline uses a visual guide and checklist, and then it will make writing well organized. So, the students have to master of the knowledge in writing and the components in it. That purposed to write well.

In this thesis, the English writing skill in the second semester of English Education Department in Yogyakarta State University based on the syllabus of writing II to write a good essay, grammatical and semantically right. Moreover, the goal of Writing II is the students are expected to be able to express their ideas and write the ideas into a good essay, descriptive, opinion, and procedure. Harffern and Linton (1986: 83-111) state that there are four types of writing. They are:

#### 1) Description

The goal of description is to present characteristics of object, persons, places, and sensations the students present. The student has to do in writing description is to show the readers but not tell them. It means that he has to try to make the readers see what he see, to make the readers feel what they feels, smell what he smells and hear what he hears. Description tries to give feeling to the readers. For example : writing about hometown, somebody.

#### 2) Narration

Narration is telling a story. The word narrates means to tell, to give an account of so, when the student write a narrative essay, he is telling to his readers a story that giving them an account of something that happened to him. For example: tales, drama, novel.

### 3) Exposition

It explains something. An explanatory paper tells what a thing is, how it works, how it is like or dislike, something else or how something is caused. The main goal of an expository essay is to share or give information about something in one sense. For example: report or research.

### 4) Persuasion

Texts that make people do something or think something. For example: advertisements on newspaper.

While, in this thesis the writer will focus to analyze on descriptive text. That course deals with how to describe someone, starting from introduction, the body, and the conclusion. The writer will focus on grammatical errors connect to morphological and syntactical from linguistic category.

## **3. Error Understanding**

### a. Definition of Error

Morris (1979: 259) defines “Errors as an act, assertion, or belief that unintentionally deviates from what is correct, right or true. In other definitions he states that it is the condition of having incorrect or false knowledge or the act or an instance of deviation from the acceted code of behaviour, a transgression; wrongdoing.” From these definitions, it can be concluded that error is clearly preferable to indicate belief in untruth or departure from what is morally or ethically right or proper.

Webster (1990: 340) defines errors in two terms. First, in her Desk Dictionary of Language, she states that “Errors is deviation from accuracy or correctness or belief in something untrue.” Second, in Webster’s School Dictionary (1980: 304) she defines “Errors as a deviation from a code of behaviour, an act involving an unintentional deviation from truth or accuracy, an act that through ignorance deficiency, or accident fails to achieve what should be done, the quality or state of erring, and the difference between an observed or calculated value and the true value, especially: variation in measurements, calculations or observations of quantity due to uncontrollable factors”. From those definitions, it can be concluded that an error is a deviation from what is right, correct or sanctioned.

Linguistically, Corder (1973: 259) defines “errors as branches of the code.” A learner makes errors because of lack of knowledge of the formation rules of the language being learned and therefore the meaning of phrase or sentences produced is unacceptable.

The term “errors” is reserved for the systemic deviation due to the fact that learners are still developing knowledge of the rules of the target language. The learner makes errors because he lacks of knowledge of the rules of the language he is learning. Such errors are called competence errors. When a learner makes such errors, he will not be able to correct them correctly and he will probably make the same errors at other times. Such errors can be corrected only when the learner is helped or guided by the target language.



Dulay (1982: 138) states that studying learner's errors serves two major purposes: 1. It provides data from which inferences about nature of language learning process can be made, and 2. It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly, and which error types detract most from learners' ability to communicate effectively.

Ellis (1997: 17) states that error has two equivalent in English those; error and mistake. The different of them are the systemation of error which is made by learners. i.e. error reflect gaps in a learner's knowledge; they occur because the learner doesn't know what is correct. Mistake reflects occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what he or she knows. According to Dictionary of Language Teaching and Applied Linguistics (1992), a student makes mistakes and errors when writing. Mistakes are due to lack of attention, fatigue or carelessness. They can be self-corrected when attention is called. Errors are the use of linguistic items in a way that a learner of the language regards them as showing faulty or incomplete learning. They occur because the learner does not know what is correct, and thus errors can not be self-corrected. Richard (1985:95) described errors as follows:" the use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete action."Gass and Selinker (2001) claimed that errors are systematic. They occur repeatedly and not recognized by the learner. Hence, only the teacher or researcher could locate them, the learner would not. To conclude, mistakes are not a result of deficiency

in competence. They are considered as slips of the pen or the tongue. They are lapses, but errors are different from mistakes. They occur because the learners do not know what is correct. They are due to incomplete acquisition of the language.

Brown (1987: 172) states that there are two steps in error analysis those are identifying and explaining errors. He adds there are three sources of error; those are; interlingua transfer, intralingua transfer, and context of learning. Interlingua transfer may be a source of error because influencing of mother tongue that has been mastering to be second language learned. This phenomenon is categorized intervention. It may be happened in began of second language or foreign language learning process, which then will be adapted to second language or third language system continually. If the error happened continually and there is no changing to be better, so the error is categorized in fossilized case. Fossilization happens because learners have influence their mother tongue to the second language learned. Second error source is intralingua transfer. It happened after second language or third language learners get new language system they learned then apply the system in all language unit. e.g. when the learners have just known that English has verb that showing time, example verb *wash* has time in present, and *washed* has time in past, so when using verb *go* to be moved to past they move *go* to be *goed* not *went*. Third error source is context of learning. It can be source of error because error in explaining when it has got in a learning process. It may be happened if in learning got wrong explanation or not appropriate with language using.

## b. Types of Error

### 1) Errors Based on Linguistic Category

In classifying linguistic errors, Tarigan (1988: 276) states that there are four taxonomies, those are as follows:

- a) Linguistic category taxonomy, which classifies errors, based on linguistics components, using linguistics terms.
- b) The surface strategy taxonomy which classifies errors into four categories namely omission, addition, misordering and misformation
- c) The comparative taxonomy classifies errors into four namely: developmental errors, interlingual errors, ambiguous errors, unique errors
- d) The communicative effect taxonomy classifies errors into global errors and local errors

Based on Linguistic Category Taxonomy, errors are classified according to “both the language component and the particular linguistic constituent the error affects” Dulay, Burt, Krashen (1982: 146). These taxonomies classify errors according to the language component or linguistic constituent (or both of them) which are affected by the error. Among language components we count phonology, syntax and morphology, semantics and lexicon, and discourse.

In this study language components are limited to morphology and syntax, which follow Politzer and Romirez’ model as a guideline in Dulay, Burt and Krashen (1982: 146). Politzer and Romirez, who studied 120 Mexican-American children learning English in the United States, classified the errors into the following types:

	Linguistic Category and Error Type	Example of Learner Error
A.	<p><b>MORPHOLOGY</b></p> <ol style="list-style-type: none"> <li>Indefinite article incorrect <ul style="list-style-type: none"> <li>a used for <i>an</i> before vowels</li> <li><i>an</i> used for a</li> </ul> </li> <li>Possessive case incorrect <ul style="list-style-type: none"> <li>Omission of 's</li> </ul> </li> <li>Third person singular incorrect <ul style="list-style-type: none"> <li>Failure to attach -s</li> <li>Wrong attachment of -s</li> </ul> </li> <li>Simple past tense incorrect <ol style="list-style-type: none"> <li>Regular past tense <ul style="list-style-type: none"> <li>Omission of -ed</li> <li>Adding -ed to past already formed</li> </ul> </li> <li>Irregular past tense <ul style="list-style-type: none"> <li>Regularization by adding -ed</li> <li>Substitution of simple non-past</li> <li>Substitution of past participle</li> </ul> </li> </ol> </li> <li>Past participle incorrect <ul style="list-style-type: none"> <li>Omission of -ed</li> </ul> </li> <li>Comparative adjective/adverb incorrect <ul style="list-style-type: none"> <li>Use of <i>more + er</i></li> </ul> </li> </ol> <p><b>B. SYNTAX</b></p> <ol style="list-style-type: none"> <li>Noun phrase <ol style="list-style-type: none"> <li>Determiners <ul style="list-style-type: none"> <li>Omission of the article</li> <li>Substitution of definite article for possessive pronoun</li> <li>Use of possessive with the article</li> <li>Use of wrong possessive</li> </ul> </li> <li>Nominalization <ul style="list-style-type: none"> <li>Simple verb used instead -ing</li> <li>Preposition <i>by</i> omitted</li> </ul> </li> <li>Number <ul style="list-style-type: none"> <li>Substitution of singular for plurals</li> <li>Substitution of plurals for singular</li> </ul> </li> <li>Use of pronouns <ul style="list-style-type: none"> <li>Omission of the subject pronoun</li> </ul> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li><i>A</i> ant</li> <li><i>An</i> little ant</li> <li>The man <i>feet</i></li> <li>The bird <i>help</i> man</li> <li>The apple fall <i>downs</i></li> <li>The bird he <i>save</i> him</li> <li>He <i>calleded</i></li> <li>He <i>putted</i> the cookie there</li> <li>He <i>fall</i> in the water</li> <li>I <i>been</i> near to him</li> <li>He was <i>call</i></li> <li>He got up <i>more higher</i></li> <li>He <i>no</i> go in hole</li> <li>He fall down on <i>the head</i></li> <li>He put in the <i>his</i> room</li> <li>The little boy hurt <i>its</i> leg</li> <li>By to <i>cook</i> it</li> <li>The dove helped <i>him</i> putting leaf on the water</li> <li>He got some <i>leaf</i></li> <li>He <i>stab</i> him in the feet</li> <li><i>(he)</i> pinch the man</li> </ul>

	<ul style="list-style-type: none"> <li>• Omission of the <i>dummy</i> pronoun <i>it</i></li> <li>• Omission of object pronouns</li> <li>• Subject pronoun used as a redundant element</li> <li>• Alternating use of pronouns by number as well as gender</li> <li>• Use of <i>me</i> as a subject</li> </ul> <p>e. Use of preposition</p> <ul style="list-style-type: none"> <li>• Omission of preposition</li> <li>• Misuse of preposition</li> </ul> <p>2. Verb phrase</p> <p>a. Omission of verb</p> <ul style="list-style-type: none"> <li>• Omission of main verb</li> <li>• Omission of <i>to be</i></li> </ul> <p>b. Use of progressive tense</p> <ul style="list-style-type: none"> <li>• Omission of <i>be</i></li> <li>• Replacement of <i>-ing</i> by the simple verb form</li> <li>• Substitution of the progressive for the simple past</li> </ul> <p>c. Agreement of subject and verb</p> <ul style="list-style-type: none"> <li>• Disagreement of subject and verb person</li> <li>• Disagreement of subject and number</li> <li>• Disagreement of subject and tenses</li> </ul> <p>3. Verb-and-verb construction</p> <ul style="list-style-type: none"> <li>• Embedding of a noun-and-verb construction in another noun-and-verb construction</li> <li>• Omission of <i>to</i> in identical subject construction</li> <li>• Omission of <i>to</i> in the verb-and-verb construction</li> <li>• Attachment of the past marker to the dependent verb</li> </ul> <p>4. Word order</p> <ul style="list-style-type: none"> <li>• Repetition of the object</li> <li>• Adjectival modifiers placed after noun</li> </ul>	<ul style="list-style-type: none"> <li>• <i>(it)</i> is nice to help people</li> <li>• I don't know <i>(it)</i> in English</li> <li>• <i>My brother he</i> go to Mexico</li> <li>• So he can eat <i>it</i> (referring to apples)</li> <li>• <i>Me</i> forget it</li> <li>• He came <i>(to)</i> the water</li> <li>• He fell down from (for <i>on, into?</i>) the water</li> <li>• He <i>(fell?)</i> in the water</li> <li>• He <i>(is)</i> in the water</li> <li>• He <i>(is)</i> going</li> <li>• The bird was <i>shake</i> his head</li> <li>• Then the man <i>shooting (shoot?)</i> with a gun</li> <li>• You be <i>friends</i></li> <li>• <i>The apples was</i> coming down</li> <li>• I didn't know what it <i>is</i></li> <li>• I <i>go to</i> play (I go and I play)</li> <li>• I <i>go</i> play</li> <li>• I see a bird got the leaf</li> <li>• He was going to <i>fell</i></li> <li>• <i>The bird</i> (object) he was gonna shoot it</li> <li>• He put it inside his <i>house a little round</i></li> </ul>
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	<p>5. Some transformation</p> <p>a. Negative transformation</p> <ul style="list-style-type: none"> <li>• Formation of <i>no</i> or <i>not</i> without the auxiliary <i>do</i></li> <li>• Multiple negation</li> </ul> <p>b. Question transformation</p> <ul style="list-style-type: none"> <li>• Omission of auxiliary</li> </ul> <p>c. <i>There</i> transformation</p> <ul style="list-style-type: none"> <li>• Use of <i>is</i> instead of <i>are</i></li> <li>• Omission of <i>there</i></li> <li>• Use of <i>it was</i> instead of <i>there was</i></li> </ul> <p>d. Subordinate clause transformation</p> <ul style="list-style-type: none"> <li>• Use <i>for</i> for <i>so that</i></li> <li>• Use of indicative for conditional</li> </ul>	<ul style="list-style-type: none"> <li>• He <i>not</i> play anymore</li> <li>• They <i>won't</i> have <i>no</i> fun</li> <li>• How (<i>is</i>) the story helps?</li> <li>• There <i>is</i> these hole</li> <li>• (<i>there</i>) Is one bird</li> <li>• <i>It</i> was round things</li> <li>• <i>For</i> the ant could get out</li> <li>• <i>So</i> he don't kill the bird</li> </ul>
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The Politzer and Ramirez taxonomy for morphology and syntax summarized in the table above is fairly traditional descriptive taxonomy.

Dulay, Burt, Krashen (1982: 147-154) give as examples two error analyses that used this taxonomies for primary classification of the collected data. The first one was carried out by Burt and Kiparsky (1972) and the other by Politzer and Ramirez (1973). Both of them classified errors made by students of English as second language, just the background of the analyses were different.

## 2. Errors based on Surface Strategy Taxonomy

This taxonomy concentrates on the ways in which surface structures are altered. Using this taxonomy Dulay, Burt, Krashen (1982: 150) divide errors into the following categories: (1) omission, (2) additions, (3) misformation, and (4) misordering. Omission is typical for the early stages of second language acquisition, whereas in the intermediate stages misformation, misordering, or overuse are much more common Dulay, Burt, Krashen (1982: 155).

(1) Omission means that an item which must be present in a well-formed utterance is absent. There is an evidence that grammatical morphemes (noun and verb inflections, articles, prepositions) are omitted more often than content morphemes which carry the meaning. For instance, in the sentence *\*My father plumber* the grammatical morphemes *is* and *a* are omitted.

(2) Additions are the second category of Surface strategy taxonomy and also the opposite of omission. The presence of an extra item which mustn't be present in a well formed utterance is characteristic for additions. Dulay, Burt, Krashen (1982 : 156-158) divide them into three categories: (a) double markings, as in *\*Did you went there?*, (b) regularization, e.g. *\*sheeps*, *\*cutted*, and (c) simple addition, which contains the rest of additions.

(3) Misformation refers to “the use of the wrong form of the morpheme or structure”. There are three types as well: (a) In regularizations an irregular marker is replaced by a regular one, as in *\*sheeps* for *sheep*. (b) Archi-forms refer to the use of one member of a class of forms instead of using all the members, for example; using *this* in the situations when either *this* or *these* should be used. (c) Alternating forms are represented by “free alternation of various members of a class with each other”, as in *\*those dog* and *this cat* used by the same learner;

(4) Misordering come across an utterance where a morpheme or a group of them is incorrectly placed, as in *\*I get up at 6 o'clock always*, where *always* is misordered.

### 3. Errors based on Comparative Taxonomy

Dulay, Burt, Krashen (1982: 163-164) state that the Comparative taxonomy classifies errors on the basis of comparing the structure of second language errors to other types of constructions, most commonly to errors made by children during their first language acquisition of the language in question. In this taxonomy, there are four error categories: (1) developmental errors, and (2) interlingual errors, and, of course, (3) ambiguous errors, and (4) the ‘grab bag category’ of other errors.

### 4. Errors based on Communicative Effect Taxonomy

Dulay, Burt, Krashen (1982 : 189) argue that “errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication”.

They call the former (1) global errors and the latter (2) local errors.

1) Among global errors they include:

- wrong order of major constituents
- missing, wrong, or misplaced sentence connectors
- missing cues to signal obligatory exceptions to pervasive syntactic rules
- regularization of pervasive syntactic rules to exceptions
- wrong psychological predicate constructions (predicates describing how a person feels)
- improper selection of complement types (subordinate clauses)



- 2) Local errors include, according to Dulay , Burt, and Krashen (1982: 191-192), errors in noun and verb inflections, articles, auxiliaries, formation of quantifiers, etc.

c. Source of Errors

Richards (1974: 124) states that the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intralanguage errors. And the errors caused by the interference of the learners' mother tongue are called the interlanguage errors. He also distinguishes three sources of competence errors: (1) Interference errors occur as a result of the use of element from one language while speaking another. An example might be when a German learner of L2 English says, "I go not" because the equivalent sentence in German is "Ich gehe nicht". (2) Intralingual errors' reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. (3) Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

#### **4. Morphology and Syntax**

Morphology is a part of Linguistics. Morphology is a part of grammar that handling word structure; while syntax is handling structure larger than the word (phrases, clauses, sentences and even cohesion). Gleason (1970) states that morphology is the description of the more intimate combinations of morphemes, roughly what are familiarly called ‘words’. Hockett (1958: 177) says that Morphology includes the stock or segmental morpheme and the ways in which words are built out of them. From the definitions above we can conclude that Morphology is a branch of Linguistics that studies the word form, the forming process of word and also it’s changing in forms which create the difference in function and meaning.

Morphology, in more specific definition is the system of rules and categories involved in word formation and interpretation O’Grady and Guzman (1997: 132). From this statement we might know that word is not the smallest element in language, there is another important element in word that is called morphemes. They add morphemes are the smallest unit of language that carries meaning and function that become the most important element in word construction.

According to O’Grady (1997) it is the system of rules and categories that underlies sentence formation in human language. The systems of rules in learning language can be said as structure or pattern. Therefore, in more specific definition, Yule (1985) syntax can be said as a part of grammar that “concentrate on the structure and ordering of components within sentence”. Related to the statement,

studying morphological and syntactic in further understanding is dealing with how the statement is broken down into its constituent parts, which may consist of smaller constituent part, or the other way around. Not only that, it is also dealing with how constituents differ from each other, how each types is constructed, how they are combined each other or what order they can. Based on the understanding above, studying grammatical errors also means obeying the rules in making sentences. So that, when a learner breaks the rules, she or he, then is committing morphological and syntactic errors.

## **B. Conceptual Framework**

As discussed above, the ability to write well is not a naturally acquired skill, it is usually learned or culturally transmitted as a set of practices in formal instruction setting or other situation. Writing skills must be practiced and learned through experience. For Indonesian students, writing is the most difficult skill in English teaching learning process. The grammatical problems met by the students are influenced by the first language or the mother tongue. Errors are the flawed side of learner speech or writing. They are those part of conversation or composition that deviate from some selected norm of mature language performance. People cannot learn language without first systematically committing errors. Errors are not generally thought of as errors in the same sense as those produce by second language learners.

Goerge in Ellis (1994: 47) states that whereas second language learners' errors are generally viewed as 'unwanted forms' children's errors are seen as 'transitional forms' and adult native speakers' error as 'slips of the tongue.' Dulay, Burt and Krashen (1982 : 138) argue that studying learners' errors serves two major purposes: (1) it provides data form which inferences about the nature of the language learning process can be made, and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learners' ability to communicate effectively.

Corder (quoted by Elliis) noted that errors could be significant in three ways: (1) they provided the teacher with information about how much the learner

had learnt., (2) they provided the researcher with evidence of how language was learnt, and (3) they served as devices by which the learner discovered the rules of the target language.

Knowing grammatical rules in writing are important in written language. Moreover, the students are expecting to understand of grammatical rules. Then, they can choose the right rules, able to make a good sentence, and arranges a good essay. The understanding grammar is very important because, it can make correlation and comprehensible sentences. Therefore, the students can improve and develop their written skill and grammar with do more exercises or practices. Afterward, the teachers try to correct it, try to improve and develop their teaching techniques by grammar techniques.

Considering the importance of analyzing errors in writing, this study tries to investigate the English writing composition of English Student Department of Yogyakarta State University. The purpose of this research is to analyze the errors limiting to grammatical structure made in writing. The errors will be classified into morphological and syntactic errors from linguistic category taxonomy due to this category have an important role in finding the errors analysis question. The errors will be classified according to morphological and syntactic errors proposed by Politzer and Ramires in Dulay, Burt and Krashen (1982: 148- 150).

### C. Analytical Construct

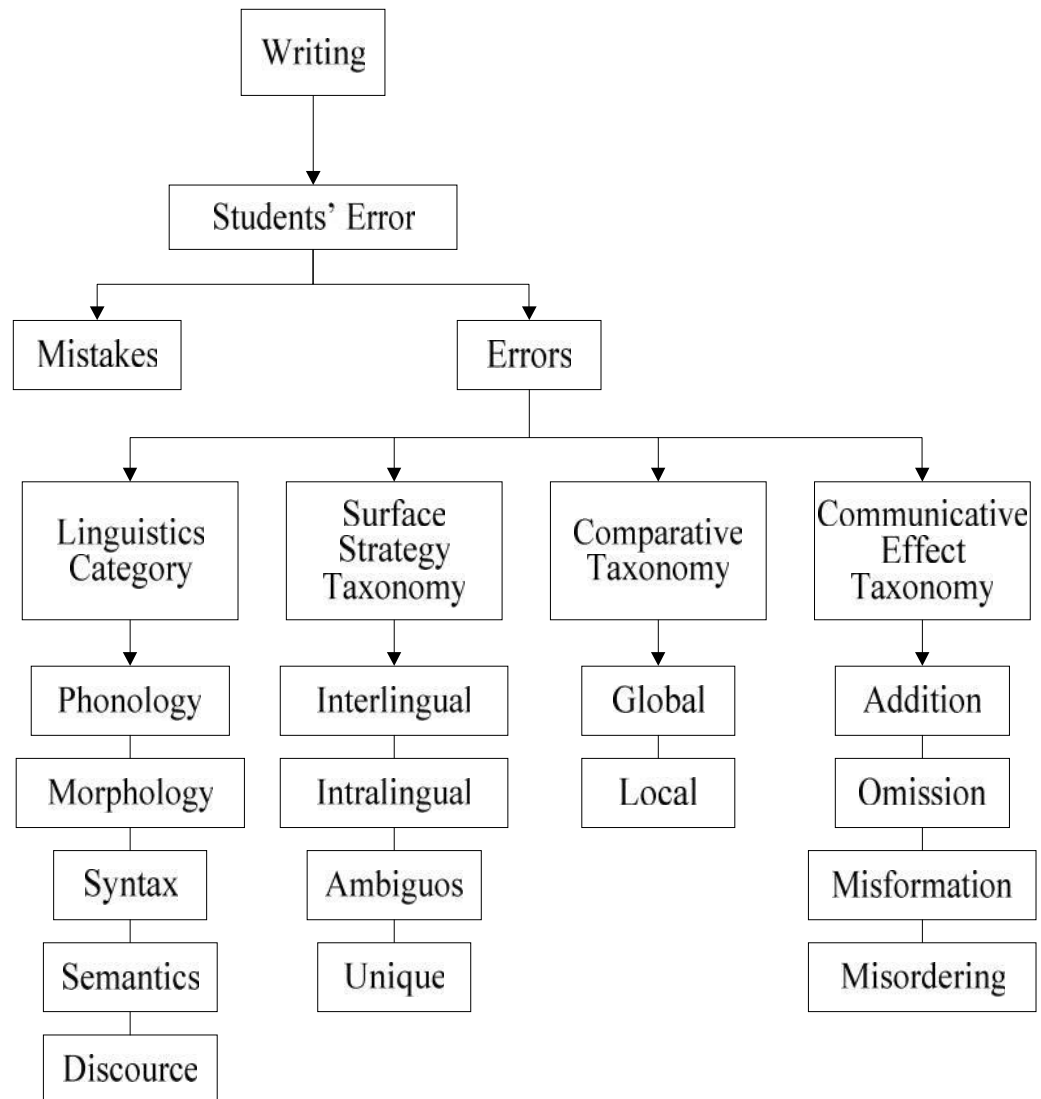


Figure 2. Analytical Construct

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter provides the procedure how the researcher conducts her project. They consist of the nature of the research, focus of data, subject of the research, source of data, data collection technique, research instrument, trustworthiness, and data analysis.

#### **A. The Nature of the Research**

The method of this research is qualitative research. Catherine (1999: 2-3) states that qualitative research is an approach to the study of social phenomena; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristics of qualitative research are; take places in the natural world, uses multiple methods that are interactive and humanistic, it is emergent rather than prefigured and fundamentally interpretive. Louis (2007: 168) states that qualitative research has some purposes, are; describing and reporting the creation of key concepts, theory generation and testing. Sugiyono (2008: 8) states that the term of naturalistic shows that the research is natural, on the normal situation without manipulates the condition empathize on the natural description. The process of taken data or phenomena called as “taking of the data naturally”.

This research is a case study. Yin in Nunan (1992: 76) states that a case study is an empirical enquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are

not clearly evident; and in which multiple sources of evidence are used. In addition, Merriam in Nunan (1992: 77) states that the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data resources. Moreover, Deddy (2008: 201) states that case study is the comprehensive explanation about some aspect of individual, group, organization (community), program, or social situation. The case study in this research is the researcher wants to analyze morphological and syntactic errors made by the second semester students taking writing II subject of the English Education Department at Yogyakarta State University, Academic Year of 2012/ 2013.

On the other hand, this research also can be called as descriptive qualitative research. Arikunto (2007: 234) states that descriptive research has not purpose to test the certain hypothesis, but just describe some variable and condition naturally. Thus, descriptive qualitative method in this research has purposes to describe about morphological and syntactic errors made by the second semester students taking writing II subject at the English Education Department of Yogyakarta State University systematically and accurately.

## **B. Focus of Data**

Sugiyono (2008: 208 - 209) defines that a focused refer to a single a cultural domain or a view related domains. This research is focused on analyzing of morphological and syntactic errors made by the second semester students



taking writing II subject of the English Education Department at Yogyakarta State University. The participant of this research is the second semester students of class C in writing II subject.

All the data in this research are taken from 20 students' English assignments which were collected from the class C in writing II subject of English Education Department on May 27<sup>th</sup>, 2013. Then, the researcher analyzes the data.

The data needed in this research are the morphological and syntactic errors made by the students in their writing. To collect the data, the researcher used writing assignments. It was taught by Mrs. Yuniar, S.Pd, as the lecturer of writing II subject.

In this research, there are two kinds of data; quantitative and qualitative. The quantitative data presents the frequency of each error in the students' writing composition. Then, the qualitative data describes each error that occurs in the students' writing composition.

### **C. Subject of the Research**

The second semester students taking writing II subject of the English Department at Yogyakarta State University are as the subject involved in the research. In this research, the researcher takes the second semester students of class C of English Education Department at Yogyakarta State University as the population. The number of the students in class C of English Department of the second semester is 20 students. It consists of 15 female students and 5 male students.

#### **D. Source of Data**

The source of data was the subject where the data can be obtained in detail. That data were the field data, and they are; all compositions of writing II subject from class C of the English Department at Yogyakarta State University.

#### **E. Research Instruments**

This research study belongs to a case study. The key instrument that was used in this research was the researcher's knowledge of the errors analysis while Politzer and Ramires category become the main key in the data analysis. The main instrument in this research was the researcher herself. She acted as the planner, data collector, analyst, and finally the reporter of the research findings. It is in accordance with Moleong (2002: 168) who states that in qualitative research the main instrument is the researcher.

#### **F. Data Collection**

Louis (2007: 394 – 397) says that observation enable the researcher to gather data on: the physical setting, human setting, interactional setting, and program setting. By doing observation, the researcher can see and collect the students' writing composition.

The data were collected from twenty compositions written by twenty students taking writing II subject of the English Department at Yogyakarta State University. The researcher choses the compositions written by the students taking writing II subject as the data source because the students taking writing II subject

are mostly considered of having lack of ability in expressing their ideas in written form since they are still freshly graduated from high school. As a result, their composition would contain more errors rather than any other compositions written by the students of higher writing classes. Moreover, the final correction of students' errors in writing will assist them in learning and understanding of English.

After having all compositions made by the second semester students taking writing II subject, the researcher started collecting the data. In collecting the data there are several procedures that the researcher did.

There are three main steps used in analyzing the data namely;

1. Presenting the description of errors.

Firstly, after collecting the students' compositions, the researcher read them fast in order to know the content. Then, she numbered every sentence in each composition. This strategy was applied in order to make the researcher easier to identify ill-formed sentences which would be done in the next step of collecting the data. She started identifying the sentence which produced an error or errors, by underlining every part of the sentence such as word, phrase, clause or even the sentence itself. This process was to identify the location of errors in the sentence. Something should be noted, in this step the identification of errors is done since the researcher only wants to find the incorrect sentences. Afterward, she classified the errors into morphological and syntactic errors. Finally, all error sentences were put in a list in order to make it systematic and easy to analyze.

2. Finding out the frequency of each error.

It consists of two steps; calculating the error frequency of each category and calculating the error of each sub category.

3. Presenting the description of data.

It consists of presenting the diagram of frequency distribution of errors and presenting some examples of the errors taken from the data.

### **G. Data Analysis**

After gathering the data, the researcher comes to do the analysis in order to reach the research questions in this research. In analyzing the data, the researcher followed the methods in analyzing data proposed by Corder (1978). In this case, the researcher divides the procedures of morphological and syntactic error analysis into four determined processes, which are identifying, classifying, describing and counting the errors.

In addition, as the researcher had twenty compositions written by twenty students taking writing II subject, the analysis of all data was following the same procedures. It means that the researcher analyzed the first composition in the same way as the last composition. Those procedures in doing the process of data analysis would be explained separately bellow:

1. In starting the process of data analysis, the researcher identified the errors that are found into determining the error type, which are morphological and syntactic errors. In doing this process, the researcher also provided suggested



## MORPHOLOGY

1. Indefinite article incorrect
  - 1.1 *a* used for *an* before vowels
  - 1.2 *an* used for *a*
2. Possessive case incorrect
  - 2.1 Omission of *'s*
3. Third person singular incorrect
  - 3.1 Failure to attach *-s*
  - 3.2 Wrong attachment of *-s*
4. Simple past tense incorrect
  - 4.a Regular past tense
    - 4.a.1 Omission of *-ed*
    - 4.a.2 Adding *-ed* to past already formed
  - 4.b Irregular past tense
    - 4.b.1 Regularization by adding *-ed*
    - 4.b.2 Substitution of simple non-past
    - 4.b.3 Substitution of past participle
5. Past participle incorrect
  - 5.1 Omission of *-ed*
6. Comparative adjective/adverb incorrect
  - 6.1 Use of *more* + *er*

SYNTAX																																	
NOTE																																	
	1										2						3			4		5											
	1a				1b		1c	1d				1e	2a		2b		2c		3.1	3.2	3.3	3.4	4.1	4.2	5a	5b	5c		5d	5d2			
SENTENCE																																	
NO																																	

3. Finally, in answering which type of morphological and syntactic errors mostly found in students' compositions, the researcher did the process of counting the frequency of errors. In this step, the formula that the researcher used in order to find the percentage of errors is that the frequency of errors in each category is divided by the total number of errors that is found and then, multiplied into one hundred percent.

The formula:

$$= \frac{\text{The frequency of errors each category}}{\text{Total number of errors}} \times 100\%$$

## SYNTAX

### 1. Noun phrase

#### 1.a. Determiners

- 1.a.1 Omission of the article
- 1.a.2 Substitution of definite article for possessive pronoun
- 1.a.3 Use of possessive with the article
- 1.a.4 Use of wrong possessive

#### 1.b Nominalization

- 1.b.1 Simple verb used instead *-ing*
- 1.b.2 Preposition *by* omitted

#### 1.c Number

- 1.c.1 Substitution of singular for plurals
- 1.c.2 Substitution of plurals for singular

#### 1.d Use of pronouns

- 1.d.1 Omission of the subject pronoun
- 1.d.2 Omission of the *dummy* pronoun *it*
- 1.d.3 Omission of object pronouns
- 1.d.4 Subject pronoun used as a redundant element
- 1.d.5 Alternating use of pronouns by number as well as gender
- 1.d.6 Use of *me* as a subject

#### 1.e Use of preposition

- 1.e.1 Omission of preposition
- 1.e.2 Misuse of preposition

### 2. Verb phrase

#### 2.a Omission of verb

- 2.a.1 Omission of main verb
- 2.a.2 Omission of *to be*

#### 2.b Use of progressive tense

- 2.b.1 Omission of *be*
- 2.b.2 Replacement of *-ing* by the simple verb form
- 2.b.3 Substitution of the progressive for the simple past



- 2.c Agreement of subject and verb
  - 2.c.1 Disagreement of subject and verb person
  - 2.c.2 Disagreement of subject and number
  - 2.c.3 Disagreement of subject and tenses
- 3. Verb-and-verb construction
  - 3.1 Embedding of a noun-and-verb construction in another noun-and-verb construction
  - 3.2 Omission of *to* in identical subject construction
  - 3.3 Omission of *to* in the verb-and-verb construction
  - 3.4 Attachment of the past marker to the dependent verb
- 4. Word order
  - 4.1 Repetition of the object
  - 4.2 Adjectival modifiers placed after noun
- 5. Some transformation
  - 5.a Negative transformation
    - 5.a.1 Formation of *no* or *not* without the auxiliary *do*
    - 5.a.2 Multiple negation
  - 5.b Question transformation
    - 5.b.1 Omission of auxiliary
  - 5.c *There* transformation
    - 5.c.1 Use of *is* instead of *are*
    - 5.c.2 Omission of *there*
    - 5.c.3 Use of *it was* instead of *there was*
  - 5.d Subordinate clause transformation
    - 5.d.1 Use *for* for *so that*
    - 5.d.2 Use of indicative for conditional

## **H. Trustworthiness**

Moleong (2002: 178) states that the trustworthiness of the data covers credibility, dependability, and transferability. In this research, the trustworthiness of the data was gained by using credibility and dependability.

The deep and detail observation on the data analysis was carried out in order to achieve the credibility of the data analysis. Thus, the data analysis can be regarded as credible. The data analysis were also read and reread carefully and comprehensively until they were certainly in accordance with the research question.

The triangulation techniques, which utilized sources outside the data verify the data analysis or to compare them, was used in order to get the dependability of the data analysis. Consultants' judgments and sources were significantly important and practical in this study. The data analysis were discussed and consulted with the consultant. This research was also triangulated by two friends of the researcher. Moreover, sources from books which were related to this research theory were used to match up the findings in this study.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents and discusses the finding of the research. First of all, the writer would report the data classification of grammatical errors. Since there are several types of morphological and syntactic errors, the writer analyzed the data one by one and categorized each other. Having finished analyzing the morphological errors, the exploring of syntactic errors and their type went through the same procedures as morphological ones.

The discussion of this chapter is divided into two main sections. They are data description and data analysis. The data description describes the students' errors on morphological and syntactic areas. The description includes the categories of errors, their frequencies and percentages, and the samples of errors. The second section is data analysis. The data analysis presents the explanation the errors.

#### **A. Data Description**

To make the analysis systematic, the writer carried out three steps on describing the errors found in students' writing. They are collecting the data, calculating the errors in the form of numerical data, and presenting them in the form of a table. In doing the first step, the errors sentences are listed and classified according to the linguistic taxonomy which is connected to morphological and syntactic areas by using the table of Polizter and Ramirez's model taxonomy.

Based on this model of taxonomies, morphological errors in this study are classified into six categories which are indefinite article case, possessive case, third person singular case, simple past, past participle, comparative adjective or adverb. While in syntax, there are six main categories of error, which are noun phrase that involves the use of determiner, numbers, pronouns, and prepositions; verb phrase; verb and verb construction; word order; transformation that consist of negative transformation, question transformation, *there* transformation and subordinate clause transformation. After that, the errors are calculated in accordance with their categories and component. The numerical data is presented in their frequencies and percentages in the form of chart.

## **1. The Description of Errors**

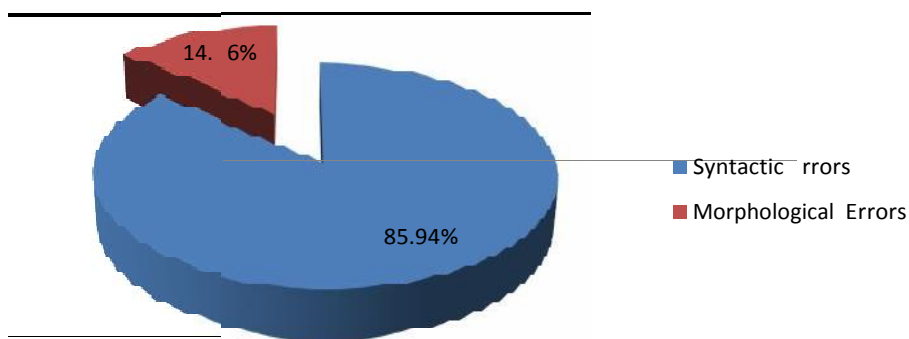
### **a. Errors Categories and their Frequencies**

The data used in this analysis is taken from the writing made by the students of writing II classes in the 2012/2013 academic year. There are twenty compositions taken as source of data in this study. By doing some evaluation, the writer found, totally, there are one hundred ninety two errors produced in those compositions. As already stated in the technique of data analysis, in presenting the description of errors the writer uses linguistic taxonomy. Therefore the errors are divided into two categories. The categories and components of errors as well as the frequency and percentage of each category and component are as follows:

Table 1. Error Types in Students Compositions

NO	Types of Errors	Frequency	
		N	%
1.	Morphological Errors	27	14.06
2.	Syntactic Errors	165	85.94
	Total Frequency	<b>192</b>	<b>100</b>

Figure 3. The distribution of Errors Percentage



Presented in the following figure above, the occurrence of syntactic errors, which involve one hundred and sixty five errors or 85.94 % of all errors found in the students' composition, is higher than the morphological one.

b. Morphological Errors

In analyzing error types further based on the linguistics category taxonomy, using Politzer and Ramizers' model classification as a guideline.

Moreover, the following table shows that based in linguistics category taxonomy on morphology errors, there are five common errors produced in students' composition. The highest frequency of errors happens in *failure attach -s*, which consist of twenty one or 77.79 %. In the second place, *wrong attachment -s* which consist of 3 errors or 11.11%. Then, *a used for an before vowels*, *omission of -ed* and *substitution of simple non-past* becomes the last type of errors that is commonly produced in the students' compositions which consist of one errors for each category or 3.70%.

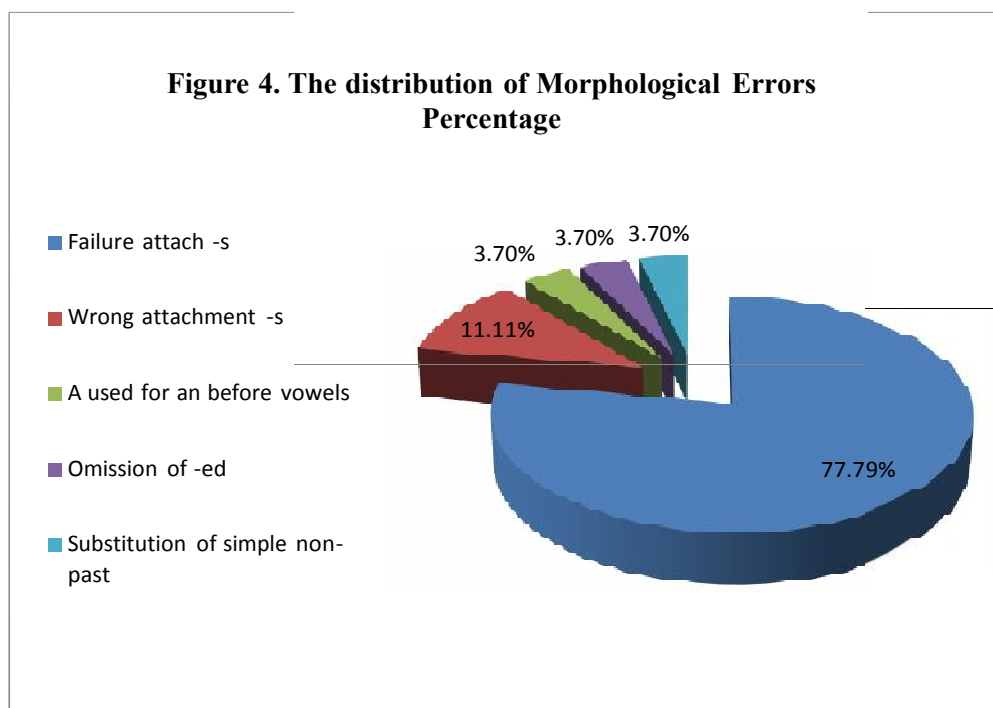


Table 2. Error Types in Morphology Category

MORPHOLOGY													
NO	STUDENT NUMBER	1		2	3		4					5	6
		1.1	1.2	2.1	3.1	3.2	4a		4b			5.1	6.1
							4a1	4a2	4b1	4b2	4b3		
1	12202241041				5								
2	12202241042				1								
3	12202241043									1			
4	12202241044				1		1						
5	12202241045				2	1							
6	12202241046	1			3								
7	12202241047												
8	12202241048												
9	12202241049				1								
10	12202241050												
11	12202241051				1	2							
12	12202241052												
13	12202241053												
14	12202241054												
15	12202241055												
16	12202241056				1								
17	12202241057				1								
18	12202241058												
19	12202241059												
20	12202241060				5								
Total frequency of errors each category		1			21	3	1			1			
Total number of errors		27											
%		3.70			77.78	11.11	3.70			3.70			

## Morphology

1. Indefinite article incorrect
  - 1.1. *a* used for *an* before vowels
  - 1.2. *an* used for *a*
2. Possessive case incorrect
  - 2.1. Omission of *'s*
3. Third person singular incorrect
  - 3.1. Failure to attach *-s*
  - 3.2. Wrong attachment of *-s*
4. Simple past tense incorrect
  - 4.a. Regular past tense
    - 4.a.1. Omission of *-ed*
    - 4.a.2. Adding *-ed* to past already formed
  - 4.b. Irregular past tense
    - 4.b.1. Regularization by adding *-ed*
    - 4.b.2. Substitution of simple non-past
    - 4.b.3. Substitution of past participle
5. Past participle incorrect
  - 5.1. Omission of *-ed*
6. Comparative adjective/ verb incorrect
  - 6.1. Use of *more* + *er*



c. Syntactical Errors

The analysis of syntactic errors is the same in morphological one. They are classified into five points based on linguistic category by Polizter and Ramirez. They are errors in noun phrase, verb phrase, verb-and-verb construction, word order, and some transformation.

Further information about the frequency of errors found in students' composition is presented in two following table and figure in the next two pages. In this case, the table shows the frequency of syntactical errors type and the second figure shows that the percentage.

**Figure 5. The Distribution of Syntactical Errors Percent ge**

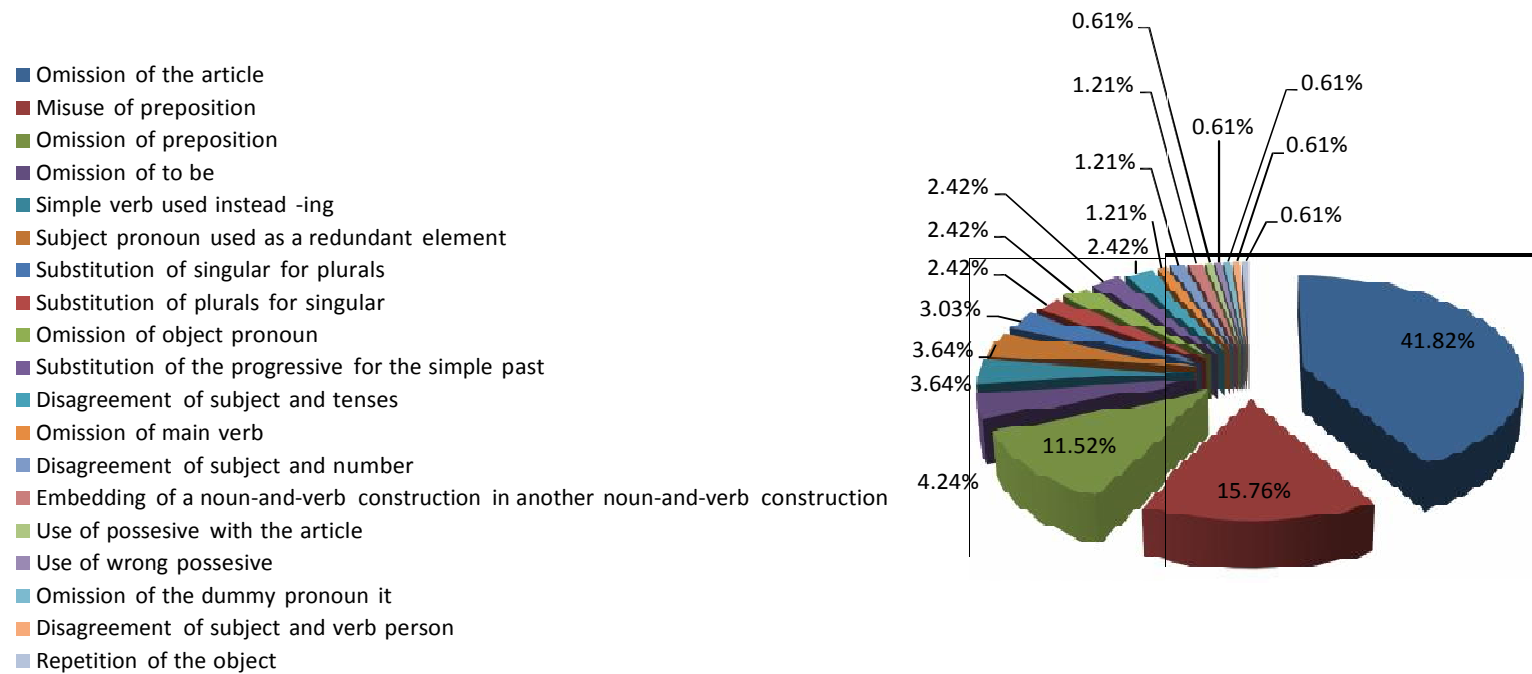


Table 3. Error Types in Syntactical Category

SYNTAX																																							
NO	STUDENT NUMBER	1														2						3				4		5											
		1a				1b		1c		1d						1e		2a		2b		2c		3 1	3 2	3 3	3 4	4 1	4 2	5a		5b	5c			5d			
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1							2 c 2	2 c 3	5 a 1	5 a 2	5 b 1	5 c 1	5 c 2	5 c 3	5 d 1	5 d 2
1	12202241041	4		1		1		2					2			1	1									2													
2	12202241042	5									1						1						1																
3	12202241043				1	1										2	2																						
4	12202241044	2											2				3	1				2			2														
5	12202241045	2														2	2		1																				
6	12202241046	11						2								2	3																						
7	12202241047	7							1				1						1																				
8	12202241048	2														1	3																						
9	12202241049	2							1																														
10	12202241050	4											1			2			1				1																
11	12202241051	3							1							1	1													1									
12	12202241052	3				1						1				2								1															
13	12202241053	5															1									1													
14	12202241054	1														2	4		1							1													
15	12202241055	2														1		1				1																	
16	12202241056	1																1																					
17	12202241057	2				1			1							1	2																						
18	12202241058	3														1	1		1																				
19	12202241059	5															2																						
20	12202241060	5				2		1					3			1			1																				
Total frequency of errors each category		69		1	1	6		5	4		1	4	6			19	26	2	7			4	1	2	4	2				1									
Total number of errors		165																																					
%		41.82		0.61	0.61	3.64		3.03	2.42		0.61	2.42	3.64			11.52	15.76	1.21	4.24			2.42	0.61	1.21	2.42	1.21				0.61									

## Syntax

### 1. Noun phrase

#### 1.a. Determiners

- 1.a.1 Omission of the article
- 1.a.2 Substitution of definite article for possessive pronoun
- 1.a.3 Use of possessive with the article
- 1.a.4 Use of wrong possessive

#### 1.b Nominalization

- 1.b.1 Simple verb used instead *-ing*
- 1.b.2 Preposition *by* omitted

#### 1.c Number

- 1.c.1 Substitution of singular for plurals
- 1.c.2 Substitution of plurals for singular

#### 1.d Use of pronouns

- 1.d.1 Omission of the subject pronoun
- 1.d.2 Omission of the *dummy* pronoun *it*
- 1.d.3 Omission of object pronouns
- 1.d.4 Subject pronoun used as a redundant element
- 1.d.5 Alternating use of pronouns by number as well as gender
- 1.d.6 Use of *me* as a subject

#### 1.e Use of preposition

- 1.e.1 Omission of preposition
- 1.e.2 Misuse of preposition

### 2. Verb phrase

#### 2.a Omission of verb

- 2.a.1 Omission of main verb
- 2.a.2 Omission of *to be*

#### 2.b Use of progressive tense

- 2.b.1 Omission of *be*
- 2.b.2 Replacement of *-ing* by the simple verb form
- 2.b.3 Substitution of the progressive for the simple past

- 2.c Agreement of subject and verb
  - 2.c.1 Disagreement of subject and verb person
  - 2.c.2 Disagreement of subject and number
  - 2.c.3 Disagreement of subject and tenses
- 3. Verb-and-verb construction
  - 3.1 Embedding of a noun-and-verb construction in another noun-and-verb construction
  - 3.2 Omission of *to* in identical subject construction
  - 3.3 Omission of *to* in the verb-and-verb construction
  - 3.4 Attachment of the past marker to the dependent verb
- 4. Word order
  - 4.1 Repetition of the object
  - 4.2 Adjectival modifiers placed after noun
- 5. Some transformation
  - 5.a Negative transformation
    - 5.a.1 Formation of *no* or *not* without the auxiliary *do*
    - 5.a.2 Multiple negation
  - 5.b Question transformation
    - 5.b.1 Omission of auxiliary
  - 5.c *There* transformation
    - 5.c.1 Use of *is* instead of *are*
    - 5.c.2 Omission of *there*
    - 5.c.3 Use of *it was* instead of *there was*
  - 5.d Subordinate clause transformation
    - 5.d.1 Use *for* for *so that*
    - 5.d.2 Use of indicative for conditional

## 2. Sample of Errors

### a. Morphological Errors

In this case, based on linguistics taxonomy, there are six morphological types, which are indefinite article incorrect, possessive case incorrect, third person singular incorrect, simple past tense incorrect, past participle incorrect and comparative, and the last, adjective/adverb incorrect.

#### 1) Indefinite article incorrect

- a used for *an* before vowels (1.1)

For example :

- Sentence no 6.13, *She is an unique person.*

The correct sentence should be *She is a unique person*

There are two kinds of morpheme in order to mark indefinite in English, which are {a} and {an}. The morpheme {a} is used before consonant, while {an} is used before the word with the initial of is vowel.

In the indefinite article case, the error type occurred is misformation of {an} as indefinite article maker. For example, in the sentence 6.3 above, *She is an unique person.* The correct one should be *She is a unique person.*

#### 2) Third person singular incorrect

- Failure to attach -s (3.1)

For example :

- Sentence no 17.19, *Her expression when she talk always make us laugh.*

The correct form should be *Her expression when she talks always makes us laugh.*

- Sentence no 20.15, *As a dancer, she always keep her appearance good.*

The correct sentence should be *As a dancer, she always keeps her appearance good.*

Twenty one cases in forming *failure to attach -s*. In this case, becomes a pre dominant error found in morphological errors type. In counting the frequency of it, the writer found *failure to attach -s* presents 77.79 % of the whole errors found in the students' compositions.

➤ Wrong attachment of *-s* (3.2)

For example :

- Sentence no 11.10, *He likes to great peoples and he likes to make jokes as well.*

The correct sentence should be *He likes to great people and to make jokes as well.*

The example of wrong attachment of *-s* is the sentence 11.10, ... *to great people*. In that sentence the student added *-s* in the word *people*. The correct form should be *people*.

3) Simple past tense incorrect

a) Regular past tense (4.a)

➤ Omission of *-ed* (4.a.1)

For example :

- Sentence no 4.17, *She was always ask me to give encouragement for her, especially when it became near to D-Day of UAN and SNMPTN.*

The correct should be *She was always asked me to give encouragement for her, especially when it became near to D-Day of UAN and SNMPTN.*

In the simple past form, bound morpheme {ed} is functioned as past maker in verb inflection. In this, it is used to mark the verb, which the action happened in the past.

### 3. Irregular past tense (4.b)

#### ➤ Substitution of simple non-past (4.b.2)

For example :

- Sentence no 3.10, *We were in the same class from the first until the last grade in the high school and it makes me closer to her.*

The correct sentence should be *We were in the same class from the first until the last grade in the high school and it made me closer to her.*

There is one sentence of simple past misformation occurring in the students' composition, which is irregular past form by using simple present form.

### b. Syntactical Errors

In this case, based on linguistics taxonomy, there are five syntactic types, which are noun phrase, verb phrase, verb-and-verb construction, word order, and some transformation.



1) Noun phrase

a) Determiners (1.a)

➤ Omission of the article (1.a.1)

Determiner is a modifier of noun which can describe the noun more specific. In this research, errors in using determiners are related to the use of articles. Article errors cover the use of indefinite article *a* and *an*, and definite article *the*. Those kinds of errors can be seen in the following sentence:

- Sentence 2.14, *He wears black coat, white shirt, blue-white tie, black trouser and black shoes.*

The correct one should be *He wears a black coat, a white shirt, a blue-white tie, black trousers and black shoes.*

- Sentence 7.30, *She is also moody girl.*

The correct sentence should be *She is also a moody girl.*

- Sentence 19.10, *He has oval face with flat nose and thick eyebrows.*

The correct one should be *He has an oval face with a flat nose and thick eyebrows.*

In the sentence above, the student omitted to add indefinite article {a, an}.

- Sentence 15.7, *We're in 1<sup>st</sup> grade of EED, FBS, UNY.*

The correct one should be *We're in the 1<sup>st</sup> grade of EED, FBS, UNY.*

Then, the example above the student forgot to add definite article *the* to show the specific grade.

➤ Use a wrong possessive (1.a.4)

Use a wrong possessive article only occurs in sentence no. 3.2. In that sentence, the student substituted the on the sentence *my best of the best friend*.

For example :

- Sentence 3.2, *There are some of my best friends but I just want to describe my best of the best friend.*

The correct one should be *There are some best friends of mine but I just want to describe closest one.*

b) Nominalization (1.b)

➤ Simple verb used instead –ing (1.b.1)

For example :

- Sentence 3.7, *After graduate from Junior High School, we continued our study in the same school that is Vocational High School 2 Yogyakarta.*

The correct one should be *After graduating from Junior High School, we continued our study in the same school that is Vocational High School 2 Yogyakarta.*

c) Number (1.c)

➤ Substitution of singular for plurals (1.c.1)

In this example below, the student misformed the plural noun by omitting plural maker {s}/ {es}.

For example :

- Sentence 6.4, *In the picture, there are twenty eight person, include seventeen girls and eleven boys.*

The correct one should be *In the picture, there are twenty eight persons, consist of seventeen girls and eleven boys.*

➤ Substitution of plurals for singular (1.c.2)

For example :

- Sentence 9.11, *Her hobbies are listening to the musics and browsing.*

The correct one should be *Her hobbies are listening to the music and browsing.*

- Sentence 17.20 *Her face expression is always flat when she tells a stories, whether that is a funny story or just a bad story.*

The correct one should be *Her face expression is always flat when she tells a story, whether that is a funny story or just a sad story.*

Both sentences have incorrect noun phrase since the using plural noun instead of singular.

d) Use of pronouns (1.d)

➤ Omission of object pronouns (1.d.3)

Omission in using object pronoun can be seen in the following sentence:

- Sentence 20.5, *Now, I will tell about two of my group, they are Ovi and Mega.*
- The correct one should be *Now, I will tell you about two of my group, they are Ovi and Mega.*

- Subject pronoun used as a redundant element (1.d.4)

For example :

- Sentence 4.18, *She is very bright and humorous girl.*

The correct one should be *She is very bright and humorous.*

- Sentence 7.28, *Dayu is also smart girl, she got the second highest GPA after Umi (she got the first highest GPA) last semester.*

The correct one should be *Dayu is also a smart girl, she got the second highest GPA after Umi (she got the highest GPA) last semester.*

- e) Use of preposition (1.e)

Some prepositions are omitted in the place where they require, seen in the following sentence;

- Omission of preposition (1.e.1)

For example :

- Sentence 3.5, *Her house is also near my house.*

The correct one should be *Her house is also near from my house.*

- Sentence 10.8, *He is my close friend since we were in first grade of Senior High School.*

The correct one should be *He is my close friend since we were in the first grade of Senior High School.*

- Sentence 11.13, *He always sing her song everytime and everywhere.*

The correct one should be *He always sings her song in everytime and in everywhere.*

- Sentence 12.4, *In that picture, she is the second from right side.*

The correct one should be *In that picture, she is in the second from the right side.*

➤ Misuse of preposition (1.e.2)

The writer also found unnecessary preposition added in the context which does not require a preposition. Those cases can be seen in the following sentences:

For example :

- Sentence 6.2, *They are my classmates in Senior High School.*

The correct one should be *They are my classmates at Senior High School.*

- Sentence 6.21, *His position in that picture is on the most right side.*

The correct one should be *His position in that picture is in the most right side.*

- Sentence 17.21, *It is different with Aurel.*

The correct one should be *It is different from Aurel.*

2) Verb phrase

a) Omission of verb (2.a)

➤ Omission of main verb (2.a.1)

For example :

- Sentence 4.5, *First, let me you know where I was in that photo.*

The correct one should be *First, let me show you where I am in that picture.*

Main verb is the verb that relates subject and object of the sentence. In this study, the writer found several main verbs such as show omitted in the sentence above.

➤ Omission of *to be* (2.a.2)

Be as a main verb links the subject and its complement. There are some students forgot to use *to be*. For example, sentence no. 10.9. *He also my classmate*. In this sentence be form is omitted in using to be. Suggested correction for this sentence is *He is also my classmate*.

Other example :

- Sentence 16.10, *Sometimes her dimple is seen when sheissmile*.

The correct one should be *Sometimes her dimple is seen when she smiles*.

- Sentence 18.21, *I always happy when we are together and now I miss her so much*.

The correct one should be *I am always happy when we are together and now I miss her so much*.

b) Use of progressive tense (2.b)

➤ Substitution of the progressive for the simple past (2.b.3)

For example :

- Sentence 2.25, *His chatting is always about them, about the motor bike engine modification*.

The correct one should be *He always chat about the motor bike engine modification*.

- Sentence 15.5, *We have just finished our lecture that day, than we were going to do Ashar pray as we do our obligation as moslems.*

The correct one should be *We have just finished our lecture in that day, than we went to do Ashar pray as we do our obligation as moslems.*

c) Agreement of subject and verb (2.c)

- Disagreement of subject and verb person (2.c.1)

For example :

- Sentence 10.18, *His hair is straight black hair.*

The correct one should be *He has straight and black hair.*

- Disagreement of subject and tenses (2.c.3)

For example :

- Sentence 4.3, *We was celebrating my birthday also our Idol, Shin Dongho's birthday, one of U-KISS'C (Ubiquitous Korean International Super Star) member.*

The correct one should be *We were celebrating my birthday which is the same date as one of our idol, Shin Dongho, a U-KISS'C (Ubiquitous Korean International Super Star) member.*

3) Verb-and-verb construction

- Embedding of a noun-and-verb construction in another noun-and-verb construction (3.1)

For example :

- Sentence 1.5, Her weight is about 45 kilos and 153 centimeters high.

The correct one should be Her weight is about 45 kilos and her height is about 153 centimeters.

#### 4) Word order

- Repetition of the object (4.1)

For example :

- Sentence 11.10, He likes to great peoples and he likes to make jokes as well.

The correct one should be He likes to great people and to make jokes as well.



## CHAPTER V CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the outcome of the study which consists of conclusions and suggestions. The first part presents the conclusions derived from the research study. The second part presents suggestions for the English teachers and learners and the other researchers.

### A. Conclusions

The importance of English which influences the educational system in Indonesia and the phenomena of learning English raised among English students Department of Yogyakarta State University has encouraged the writer to reveal morphological and syntactic errors made by the second semester students taking writing II subject in their English composition. Based on the data description of this study, it found that are one hundred and ninety two errors in the students' writings. In morphological area, there are twenty seven errors or (14.06%). Meanwhile in syntactical area, there are 165 (85.94%) errors.

The morphological errors are divided into five components. They are a used for *an* before vowels, failure to attach *-s*, wrong attachment *-s*, omission of *-ed*, and substitution of simple non-past. After all the analysis has been done, the writer found that most errors in morphology occur in the process of *failure to attach -s*. The frequency and the percentage of the errors are as follows:

1. A used for <i>an</i> before vowels	1 (3.70%)
2. Failure to attach <i>-s</i>	21 (77.79%)
3. Wrong attachment <i>-s</i>	3 (11.11%)
4. Omission of <i>-ed</i>	1 (3.70%)
5. Substitution of simple non-past	1 (3.70%)

In syntactical area, there are nineteen components. They are omission of the article, use of possessive with the article, use of wrong possessive, simple verb used instead *-ing*, substitution of singular for plurals, substitution of plurals for singular, omission of the *dummy* pronoun *it*, omission of object pronoun, subject pronoun used as a redundant element, omission of preposition, misuse of preposition, omission of main verb, omission of *to be*, substitution of the progressive for the simple past, disagreement of subject and verb person, disagreement of subject and number, disagreement of subject and tenses, embedding of a noun-and-verb construction in another noun-and-verb construction, repetition of the object, adjectival modifiers placed after noun. The frequency and the percentage of the errors are as follows:

1. Omission of the article	69 (41.82%)
2. Use of possessive with the article	1 (0.61%)
3. Use of wrong possessive	1 (0.61%)
4. Simple verb used instead <i>-ing</i>	6 (3.64%)
5. Substitution of singular for plurals	5 (3.03%)

6.	Substitution of plurals for singular	4 (2.24%)
7.	Omission of the <i>dummy</i> pronoun <i>it</i>	1 (0.61%)
8.	Omission of object pronoun	4 (2.24%)
9.	Subject pronoun used as a redundant element	6 (3.64%)
10.	Omission of preposition	19 (11.52%)
11.	Misuse of preposition	26 (15.76%)
12.	Omission of main verb	2 (1.21%)
13.	Omission of <i>to be</i>	7 (4.24%)
14.	Substitution of the progressive for the simple past	4 (2.42%)
15.	Disagreement of subject and verb person	1 (0.61%)
16.	Disagreement of subject and number	2 (1.21%)
17.	Disagreement of subject and tenses	4 (2.42%)
18.	Embedding of a noun-and-verb construction in another noun-and-verb construction	2 (1.21%)
19.	Repetition of the object	1 (0.61%)

It is clear that in their writing, the students still make errors. By investigating the percentages of the errors, the students make errors most frequently in syntactical area. It means that syntax is considered to be more difficult than morphology. It appears that the students' errors distribute to all students' writings. They still make errors, but the students do not always make errors in the same subcomponent.

## **B. Suggestions**

The researcher would like to propose some suggestions. It is expected that the suggestions will hopefully give a new idea for a better teaching and learning process especially in writing skill in the English Education Department of Yogyakarta State University. The first suggestion is intended for the English teacher who became the subject of this research study and the one who is competent to find the right way to minimize the students' errors in order to improve the quality English teaching learning process. Another suggestion the writer offers are as follows:

### **1. For teachers**

Students' errors have considerable importance to teachers and syllabus designers. They help instructors identify the problematic areas of students' writing. The researcher suggests that all teachers to use the most appropriate technique in teaching writing. Since they are prepared to be English teachers, they should have a good competence in all language skills in order to be good English teachers. The researcher also suggest the teachers to return the students' correction papers as this will make them know in what aspects of the language they make errors and they will know the correct form of the language. It is expected that they will not make the same errors in the future.

### **2. For the students**

As the students still make errors in their writings, they have to learn English by reading more materials in order to improve their English grammatical ability.

### 3. For the future researchers

This research study is expected that the result of the study can give an informative input to other researchers who want to conduct similar research. The researcher believes that there are still many phenomena that can be revealed in this research study. The researcher expects that the other researchers are able to find out other solution of this problem.

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# APPENDICES

# APPENDIX I

**LIST OF STUDENTS**

<b>No.</b>	<b>NAME</b>	<b>NIM</b>
1	SILVIA DAYU ANGGRAINI	12202241041
2	HANIF ABDULLAH	12202241042
3	YULIAN CHANDRA K	12202241043
4	ARUM SYURADHANTY	12202241044
5	RIZKI AGUNG P	12202241045
6	REZY EKA P	12202241046
7	SITI ROCHANI	12202241047
8	ESTER RIA UTAMI	12202241048
9	BAMBANG ERI ASWORO	12202241049
10	RIZKY R. H. P	12202241050
11	GANANG YUDHA P	12202241051
12	HERINA NIRMALA	12202241052
13	SARAS BAYU J	12202241053
14	TSANI NAJATI	12202241054
15	ERI KUSWANTI	12202241055
16	SITI NASIBAH	12202241056
17	NISA AMALIA HASANAH	12202241057
18	ERNITA RAHARJA	12202241058
19	UMI ISMIYATI	12202241059
20	SARI WAHYUNING TYAS	12202241060

# APPENDIX II

1

SILVIA DAYU ANGGRAINI

12202241041

<sup>(1)</sup>I will tell you about the two of my friends in the photograph above.

<sup>(2)</sup>They are Siti Rochani and Ester Ria Mei Utami. <sup>(3)</sup>Siti Rochani, we often call her Siti, is in my right side. <sup>(4)</sup>She wear a blue blouse, blue veil and black long skrit. <sup>(5)</sup>Her weight is about 45 kilos and 153 centimeters high. <sup>(6)</sup>She has a round face with small eyes, small nose and chubby cheeks. <sup>(7)</sup>Siti was born on 18<sup>th</sup> of April 1992, so she is twenty years old now. <sup>(8)</sup>She is really love t listen the music. <sup>(9)</sup>Her favorite musicians are Taylor Swift an Avenged Sven Fold, and her favourite songs are Back to December and Dear God. <sup>(10)</sup>She is the most mature among us, so we, especially me, consider her like a mother. <sup>(11)</sup>Siti is a good listener. <sup>(12)</sup>She always listen my story patiently and give me some advise. <sup>(13)</sup>Sometime, when she is on bad mood, she is only silent along day. <sup>(14)</sup>My another friend is Ester. <sup>(15)</sup>She is in the second of the left. <sup>(16)</sup>She wear a red shirt and jeans trousers. <sup>(17)</sup>Her weight is about 41 kilos and 153 centimeters high. <sup>(18)</sup>She has a brown skin and short balck hair. <sup>(19)</sup>She has a round face, small eyes and chubby cheeks. <sup>(20)</sup>Ester was born on 8<sup>th</sup> of May 1994. <sup>(21)</sup>We have just celebrated her birthday a week ago. <sup>(22)</sup>Ester's hobby is singing. <sup>(23)</sup>She is a member of Swara Wardhana Choir. <sup>(24)</sup>Ester is a cheerfull girl. <sup>(25)</sup>She is so talk active, but like Siti, if she in a bad feeling, she will be quite along day. <sup>(26)</sup>Sometimes, she can become a childish girl. <sup>(27)</sup>Although we are in different

religion, but we are tolerant each other. <sup>(28)</sup>That is all about my friends. <sup>(29)</sup>I hope our friendship will be forevermore.

2

HANIF ABDULLAH

12202241042

<sup>(1)</sup>I want to tell you about my friends. <sup>(2)</sup>In the photo my position is in the middle. <sup>(3)</sup>I just want to describe 1 person in the photo. <sup>(4)</sup>The person in my right side is Benedictus Dimas K. <sup>(5)</sup>He is 19 years old now. <sup>(6)</sup>He is quite taller than me. <sup>(7)</sup>He is about 170 cm tall. <sup>(8)</sup>He has thin body, his weight is about 55 kg. <sup>(9)</sup>He is white skinned. <sup>(10)</sup>He has oval face. <sup>(11)</sup>He has short, straight black hair. <sup>(12)</sup>His nose is quite sharp and small. <sup>(13)</sup>He has small black eyes. <sup>(14)</sup>He wears black coat, white shirt, blue-white tie, black trouser and black shoes. <sup>(15)</sup>He is silent person. <sup>(16)</sup>He is kind but rather sneaky. <sup>(17)</sup>He oftenly hangs some paper containing some text like “I’m crazy” in his friend’s back. <sup>(18)</sup>His hobby is playing football. <sup>(19)</sup>He usually gets the defender position. <sup>(20)</sup>He also likes racer. <sup>(21)</sup>Almost every night he does the illegal drag race. <sup>(22)</sup>He always come late to school. <sup>(23)</sup>That causes he looks sleepy every day. <sup>(24)</sup>He is very obsessed with motor bike and race. <sup>(25)</sup>His chatting is always about them, about the motor bike engine modification.

3

YULIAN CHANDRA K

12202241043

<sup>(1)</sup>This picture was taken when I and my classmates in Vocational High School were dinner in one of the restaurants in Bantul. <sup>(2)</sup>There are some of my best friends but I just want to describe my best of the best friend. <sup>(3)</sup>The first time I knew her when I was on Junior High School. <sup>(4)</sup>She was my classmate in second grade and in the last grade. <sup>(5)</sup>Her house is also near my house. <sup>(6)</sup>So, we usually study together or hang out somewhere to window shopping, jogging at “SunMor” and visit tourism places.

<sup>(7)</sup>After graduate from Junior High School, we continued our study in the same school that is Vocational High School 2 Yogyakarta. <sup>(8)</sup>We also registered in the same department, computer and network engineering. <sup>(9)</sup>Since the beginning of the activities at school which is usually called as “MOS” or Student Orientation, we were always together. <sup>(10)</sup>We were in the same class from the first until the last grade in the high school and it makes me closer to her. <sup>(11)</sup>Although we both often have some different opinions which put us in a bad condition but it was not a big problem that can make us part. <sup>(12)</sup>That is all I have to share you about my friendship with Siti Aisyah.

4

ARUM SYURADHANTY

12202241044

<sup>(1)</sup>The photo in the right at this page is my photo with my bet friends. <sup>(2)</sup>The photo is taken on 29<sup>th</sup> June 2012. <sup>(3)</sup>We was celebrating my birthday also our Idol, Shin Dongho's birthday, one of U-KISS'C (Ubiquitous Korean International Super Star) member. <sup>(4)</sup>Let me tell you about one of my best friends. <sup>(5)</sup>First, let me you know where I was in that photo. <sup>(6)</sup>I'm the one in the middle who was wearing jeans, a dark blue and bright blue blouse, a red veil with a white flower pin on it. <sup>(7)</sup>I was carrying a brown shoulder bag. <sup>(8)</sup>Next, the one on my left side, is Fajar Jaharia Sari. <sup>(9)</sup>Dhe used to be called Eva. <sup>(10)</sup>It's hard to explain how she get that short name Eva from her full name. <sup>(11)</sup>She was wearing jeans, a pink blouse, a grey jacket with bright grey and pink strips, and a pink veil. <sup>(12)</sup>She has brighter skin than me, but I'm taller than her. <sup>(13)</sup>She has a plump body. <sup>(14)</sup>She was schooling in Senior High School 2 Purworejo while I was in Senior High School 1 Purworejo. <sup>(15)</sup>Besides, we always talking about Idol, we also were always studying together. <sup>(16)</sup>She was good at Biology and I was good at Mathematic, so we were trading our knowledge. <sup>(17)</sup>She was always ask me to give encouragement for her, especially when it became near to D-Day of UAN and SNMPTN. <sup>(18)</sup>She is very bright and humorous girl. <sup>(19)</sup>We always calling each other at 3.a.m every day to waking up each other to do Tahajud prayer and sometimes for preparing Monday-Thursday fasting. <sup>(20)</sup>We do that until now,



although we're not in same University. <sup>(21)</sup>She is studying in Ahmad Dahlan University. <sup>(22)</sup>Whenever how much our distance between each other, we are still best friend. <sup>(23)</sup>We hope it'll be forever good relationship.

5

RIZKI AGUNG P

12202241045

<sup>(1)</sup>I will describe about my father. <sup>(2)</sup>He is in the center between me and my mother in that photo. <sup>(3)</sup>His name is Imam Sanusi. <sup>(4)</sup>He has a plump body, for his 155 height and his weight about 70 kilograms. <sup>(5)</sup>His skin is quite fair. <sup>(6)</sup>He is 52 years old, that's why his dark hair turns to grey. <sup>(7)</sup>He has a square face with thick mustache under his sharp nose. <sup>(8)</sup>He is wearing a white shirt and a black short. <sup>(9)</sup>He has a lot of friends because he is really friendly. <sup>(10)</sup>He is an easy going man, he can always make friend where ever he is. <sup>(11)</sup>He knows how to start a conversation and make it flows, because he knows who he's facing with, and he can talk about the right subject with them. <sup>(12)</sup>He is really diligent. <sup>(13)</sup>He is working in an office, and he have to wake up early in the morning. <sup>(14)</sup>He lives in west java and separated with me and my mom. <sup>(15)</sup>That's why he is an autonomous and he can do anything by himself. <sup>(16)</sup>He goes back to Jogja every last month. <sup>(17)</sup>He's bit lonely when he's home alone. <sup>(18)</sup>He use to go to mosque to just having conversation with neighbours or share about spiritual knowledges. <sup>(19)</sup>He is a really good father and I am so proud to be his son.

6

REZY EKA P

12202241046

<sup>(1)</sup>I have a picture of my friend. <sup>(2)</sup>They are my classmates in Senior High School. <sup>(3)</sup>And that picture was taken for Year Book of my school. <sup>(4)</sup>In the picture, there are twenty eight person, include seventeen girls and eleven boys.

<sup>(5)</sup>From that picture, I want describe two person there. <sup>(6)</sup>First, I want to tell about my closest friend in my class, Winda. <sup>(7)</sup>Her name is Winda Febriani Budiono. <sup>(8)</sup>From that picture, she is on fourth position from left side. <sup>(9)</sup>And she wears white polo shirt. <sup>(10)</sup>Her height is about 155 cm and her weight is about 42 kg. <sup>(11)</sup>She has slim body, and black hair. <sup>(12)</sup>She has slanted eyes and white skin, because she is chineish descend. <sup>(13)</sup>She is an unique person. <sup>(14)</sup>Although she looks childish in behave but she has strong mentality. <sup>(15)</sup>She has business mentality like others chinish descend. <sup>(16)</sup>She has sold many things like phone credit, computer accessories, foods and so on. <sup>(17)</sup>And now she has online shop that sell clothes and watches. <sup>(18)</sup>And she studies in Management department in Duta Cendikia Katholik University Surabaya.

<sup>(19)</sup>Second person I want to describe is my boy friend. <sup>(20)</sup>His name is Sandy Satya Suryananda, we usually call him Sandy. <sup>(21)</sup>His position in that picture is on the most right side. <sup>(22)</sup>He has fat boy and brown skin. <sup>(23)</sup>His height is about 165cm and his weight is about 65 kg. <sup>(24)</sup>He wears glasses. <sup>(25)</sup>He has good ability in speaking English and I learn much from him. <sup>(26)</sup>He is funny and moody person. <sup>(27)</sup>He loves about global issues and international business.

<sup>(28)</sup>That's why he now studies in International Relation Department in Muhammadiyah University of Yogyakarta.

<sup>(29)</sup>That's my description of my friend. <sup>(30)</sup>And I always hope they will get what they want and what they like.

7

SITI ROCHANI

12202241047

<sup>(1)</sup>I have a photo of my friends. <sup>(2)</sup>In the photo, there are four persons. <sup>(3)</sup>I will tell about two persons in that photo. <sup>(4)</sup>The first person's name is Umi Ismiyati. <sup>(5)</sup>Her height is about 155 cm. <sup>(6)</sup>She is thin. <sup>(7)</sup>Her weight is about 38 kg. <sup>(8)</sup>Her face is oval. <sup>(9)</sup>Her eyes are round. <sup>(10)</sup>She has flat nose. <sup>(11)</sup>Her skin is brown. <sup>(12)</sup>She wears a pink veil, a long stripe pink t-shirt and long red skirt. <sup>(13)</sup>She wears a watch. <sup>(14)</sup>In the photo, she sat on the right side. <sup>(15)</sup>Umi is a smart girl. <sup>(16)</sup>She is also open minded girl, but she can't be very tired. <sup>(17)</sup>Then, I will tell about the second person in that photo. <sup>(18)</sup>Her name is Silvia Dayu Anggraini. <sup>(19)</sup>Her height is about 155 cm. <sup>(20)</sup>Her weight is about 50 kg. <sup>(21)</sup>She is quite plump. <sup>(22)</sup>Her face is square. <sup>(23)</sup>Her eyes are big. <sup>(24)</sup>She has a flat nose. <sup>(25)</sup>She wears black head cover, a long brown t-shirt, and a long blue-red-cream stripe skirt. <sup>(26)</sup>She wears brown shoes. <sup>(27)</sup>She sat next to Umi in that photo. <sup>(28)</sup>Dayu is also smart girl, she got the second highest GPA after Umi (she got the first highest GPA) last semester. <sup>(29)</sup>She is also an open-minded girl. <sup>(30)</sup>She is also moody girl. <sup>(31)</sup>If she has a bad mood, she will be quite bored. <sup>(32)</sup>Dayu likes Harry Potter

movies. <sup>(33)</sup>Her favorite singer is David Archuleta. <sup>(34)</sup>She also likes barbie although she is not child anymore. <sup>(35)</sup>That all are my stories about my friends.

8

ESTER RIA UTAMI

12202241048

<sup>(1)</sup>Here I will tell you about my friend. <sup>(2)</sup>This is Resti, one of my friends when I am an Senior High School. <sup>(3)</sup>About her physical appearance, as you can see on that photo, she has medium height and medium weight. <sup>(4)</sup>Her height is about 160 cm and her weight is about 41 kg. <sup>(5)</sup>She has slanted eyes, a flat nose and oval face. <sup>(6)</sup>Actually, she has dark long and straight hair but, since she was 16 years old, she always wears a veil. <sup>(7)</sup>Rasti is a really unique person. <sup>(8)</sup>She is very talkative and loves to eat. <sup>(9)</sup>Everyday she always speaks about everything, whenever and wherever, even when we are having a class in the school. <sup>(10)</sup>The funiest thing about her behavior is when she is speaking but her mouth is full of food, her cheeks will be flushed and finally she will find herself choked. <sup>(11)</sup>The problem from her talkativeness for me is her voice is not good that always makes me getting a headache. <sup>(12)</sup>Now about her hobbies, she is really a freak Korean lover and she loves swimming. <sup>(13)</sup>Those are about my friend's description. <sup>(14)</sup>Till now, we are still connected each other.

9

BAMBANG ERI ASWORO

12202241049

## Introducing My Friend

<sup>(1)</sup>I want to tell you about one of my friends in the picture. <sup>(2)</sup>My position is in the most right side. <sup>(3)</sup>In my right side, there is Arum Syuradhanty. <sup>(4)</sup>She is my classmate in class. <sup>(5)</sup>She is wearing a blue veil, a purple blouse, a long skirt and blue shoes. <sup>(6)</sup>She is tall and plump. <sup>(7)</sup>Her height is 169 centimeters and her weight is 70 kilograms. <sup>(8)</sup>She is very kind person. <sup>(9)</sup>She always cares about her friends. <sup>(10)</sup>She always reminds her classmates about the assignments that we have to do. <sup>(11)</sup>Her hobbies are listening to the musics and browsing. <sup>(12)</sup>Her favorite music is instrumental musics. <sup>(13)</sup>Her facebook is Arum Syura Dhanty and her twitter is @aum501. <sup>(14)</sup>She is very exist on facebook and twitter. <sup>(15)</sup>She uses a username “@aum501” because her favorite boyband is SS501. <sup>(16)</sup>Although she loves a boyband from South Korea, SS501, she is not really fanatic about it. <sup>(17)</sup>Her favorite moment is weekend. <sup>(18)</sup>Because she always goes home to Purworejo every weekend. <sup>(19)</sup>She usually goes home by bus. <sup>(20)</sup>That’s all about Arum. <sup>(21)</sup>Although sometimes she is fussy, she is a very kind friend.

10

RIZKY R. H. P

12202241050

<sup>(1)</sup>This is a picture of me and my friends. <sup>(2)</sup>It was taken when we were in second grade of senior high school when we are visiting Bali Island. <sup>(3)</sup>It was in Tanjung Benoa. <sup>(4)</sup>It was taken when we want to ride the flying fish.

<sup>(5)</sup>Now I would like to describe one of my friends in this picture. <sup>(6)</sup>He is on my right side. <sup>(7)</sup>His name is Arrif Priambodo, but I call him "Ayip". <sup>(8)</sup>He is my close friend since we were in first grade of Senior High School. <sup>(9)</sup>He also my classmate. <sup>(10)</sup>I like his appereance in this picture, he looks so cute. <sup>(11)</sup>He is wearing large white T-shirt, red life jacket, cream short pants. <sup>(12)</sup>He is also wearing a pair of gloves but the color of the gloves are different. <sup>(13)</sup>They are red and black. <sup>(14)</sup>He has plump body type. <sup>(15)</sup>His weight is around 70 kg and his height is around 165 cm. <sup>(16)</sup>He also has round face. <sup>(17)</sup>He has bright skin it makes him so attractive. <sup>(18)</sup>His hair is straight black hair. <sup>(19)</sup>He has slanted eyes.

<sup>(20)</sup>Ayip is a talkative boy but he is friendly and cheerfull. <sup>(21)</sup>I'm so happy for having a friend like him.

11

GANANG YUDHA P

12202241051

<sup>(1)</sup>I want to tell you about my friend. <sup>(2)</sup>He is my classmate. <sup>(3)</sup>In the photo, I'm on the right one. <sup>(4)</sup>The person next to me is named Bambang. <sup>(5)</sup>His height is

same as mine but he is thinner than me. <sup>(6)</sup>His skin is rather dark. <sup>(7)</sup>His hair is black and straight, it is long enough for boy's average. <sup>(8)</sup>He wears Batik with combination of red, black, and white and he wears grey jeans. <sup>(9)</sup>He is very kind person. <sup>(10)</sup>He likes to great peoples and he likes to make jokes as well. <sup>(11)</sup>He likes music very much. <sup>(12)</sup>His favorite singer is Demi Lovato. <sup>(13)</sup>He always sing her song everytime and everywhere. <sup>(14)</sup>He also likes to join organization in the campus. <sup>(15)</sup>Now, he is a comitee of BEM, EDSA and Al-Huda. <sup>(16)</sup>He is a busy person. <sup>(17)</sup>He often has meeting after the class is over. <sup>(18)</sup>He usually train with other members. <sup>(19)</sup>If campus holds an event, he always comes and see it. <sup>(20)</sup>Because he is from GunungKidul, he always goes home in the weekend and back to campus on Sunday evening. <sup>(21)</sup>He usually brings some foods from his home for classmates. <sup>(22)</sup>He is a good person.

12

HERINA NIRMALA

12202241052

<sup>(1)</sup>I want to tell about my friend, Wulan. <sup>(2)</sup>She is one year younger than me. <sup>(3)</sup>That picture was taken at Mr. Hartono's pendopo after we have finished Easter celebration. <sup>(4)</sup>In that picture, she is the second from right side. <sup>(5)</sup>She is shorter than me, maybe her height is about 150 cm. <sup>(6)</sup>I think she is plump, you can see it from the picture. <sup>(7)</sup>Her hair is black and wavy. <sup>(8)</sup>She has short hair cut. <sup>(9)</sup>From the picture, you can see that she wears red hairpin. <sup>(10)</sup>She has a round face. <sup>(11)</sup>Her eyes are slanted and black. <sup>(12)</sup>When she is laughing, her eyes will

automatically closed. <sup>(13)</sup>She also has chubby cheeks and a big flat nose. <sup>(14)</sup>In that picture, She is wearing a white modern Kebaya, blue jeans, and a blue watch. <sup>(15)</sup>She also wears a watch because she has a lot activities and she does not want to be late in every activity she has. <sup>(16)</sup>Almost all of her activity is singing in choir. <sup>(17)</sup>She really loves to sing. <sup>(18)</sup>She joins to wedding choir, teenage Catholic choir, and another choir that I do not know. <sup>(19)</sup>She is really easy going and also talkative. <sup>(20)</sup>She is always listening when I tell her about my problem. <sup>(21)</sup>I think she is a good friend for me.

13

SARAS BAYU J

12202241053

<sup>(1)</sup>I would like to describe my best friend. <sup>(2)</sup>She is a good friend, a really good one. <sup>(3)</sup>She was my classmate in Junior High School and in Vocational High School also. <sup>(4)</sup>Her name is Santi Hadi Saputri. <sup>(5)</sup>I call her Santi. <sup>(6)</sup>She is majoring Indonesian Language and Literature Education in the same University as me. <sup>(7)</sup>In the picture, you can see her wearing a pair of glasses and she is smiling prettily. <sup>(8)</sup>She is the girl on the right side. <sup>(9)</sup>She is wearing a white shirt with a black cardigan on it. <sup>(10)</sup>She is carrying a blue bag too. <sup>(11)</sup>The picture was taken when we were visiting Pura Tanah Lot in Bali two years ago. <sup>(12)</sup>That is why there are rice grains on our foreheads. <sup>(13)</sup>We were visiting the Pura and the keepers gave us those grains and those yellow flowers as a symbol of holiness to the tourists. <sup>(14)</sup>Santi was very excited when she received those grains. <sup>(15)</sup>She is



indeed a cheerful and active girl. <sup>(16)</sup>She has a lot of interests and very open minded. <sup>(17)</sup>You can see it from her expression in the picture. <sup>(18)</sup>I have not described her physical appearance in detail. <sup>(19)</sup>She has a medium height. <sup>(20)</sup>She is about 153cm and she has a medium weight, too. <sup>(21)</sup>She looks shorter than me but looks almost same with the girl on the left side, Yunisa. <sup>(22)</sup>Those two are best friends too. <sup>(23)</sup>Their heights are about the same.

<sup>(24)</sup>The three of us are really good friends and I'm really happy being one of their friendship memories.

14

TSANI NAJATI

12202241054

Umi and Dayu's Story

<sup>(1)</sup>I want to tell you about my friends through this photograph. <sup>(2)</sup>In this photograph there are Umi on the left side, me on the middle and Dayu on the right. <sup>(3)</sup>We took this picture behind C15 building after we had. <sup>(4)</sup>I had lunch on our faculty canteen. <sup>(5)</sup>Well, first, I want to tell you about Umi. <sup>(6)</sup>Her full name is Umi Ismiyati who was born on September 27<sup>th</sup>, 1994. <sup>(7)</sup>She is a thin girl for her height is 154 cm and her weight is only about 38 kg. <sup>(8)</sup>That's not an ideal proportion for a human body. <sup>(9)</sup>From this picture, we can see that this white-skin girl has an oval face with slanting eyes, a flat nose, and smiling lips. <sup>(10)</sup>She was wearing a blaster pink coloured T-shirt with dark pink skirt and a bright pink veil in this picture. <sup>(11)</sup>She is a friendly girl. <sup>(12)</sup>She always smiles when I meet her. <sup>(13)</sup>She also likes

to take her own photo wherever she is and whatever she does. <sup>(14)</sup>In addition, she is the smartest girl in our class, her latest GPA is 3,81. <sup>(15)</sup>If you want to know more about her, you can add her to be your facebook friend. <sup>(16)</sup>Her account named Umie Eastme. <sup>(17)</sup>Let's Go on to the next friend who was sitting in the right side. <sup>(18)</sup>It is Dayu who has full name Silvia Dayu Anggraini. <sup>(19)</sup>She told me that her parents named her Dayu because her bother's name is Yuda. <sup>(20)</sup>I think her height is about 155 cm and her weight is more than 50 kg. <sup>(21)</sup>She is a plum girl. <sup>(22)</sup>She has an oval face with big eyes. <sup>(23)</sup>In this picture, she is wearing a bright brown blouse, with a skirt that I don't know what's the colour is and a black veil. <sup>(24)</sup>She is very friendly girl. <sup>(25)</sup>She's really moody. <sup>(26)</sup>She often feels bad without a reason, but she is really a responsible girl. <sup>(27)</sup>Her home town is the furthest among ours, for it's Banyuwangi. <sup>(28)</sup>Because of this, she rarely goes to Banyuwangi. <sup>(29)</sup>Her slogan of her nowadays life is "The woman who can't be moved". <sup>(30)</sup>We take those words from The script song called "The man who can't be moved. <sup>(31)</sup>We call her those words because she is stuck with a man in the past, even though she always refuses it. <sup>(32)</sup>If you want to know more about her life. <sup>(33)</sup>You can look her facebook account named her full name, Silvia Dayu Anggraini well that is all about Umi and Dayu. <sup>(34)</sup>Hope you enjoy reading it.

15

ERIKUSWANTI

12202241055

<sup>(1)</sup>This picture is a photo of me and my friend, Umi Ismiyati. <sup>(2)</sup>It's taken on February 28<sup>th</sup>, 2013 around Mujahidin mosque. <sup>(3)</sup>The girl in blue and sits on the motorcycle is me. <sup>(4)</sup>Umi wore a jacket and stood next to me. <sup>(5)</sup>We have just finished our lecture that day, than we were going to do Ashar pray as we do our obligation as moslems.

<sup>(6)</sup>Now, I will tell you about Umi. Umi is one of my classmates. <sup>(7)</sup>We're in 1<sup>st</sup> grade of EED, FBS, UNY. <sup>(8)</sup>In that picture Umi wore a veil and carried a big heavy bag because after done the praying we did our homework together. <sup>(9)</sup>She is very diligent and I think she is the smartest students in my class. <sup>(10)</sup>Last semester she got 3.81 in her GPA (General Point Average).

<sup>(11)</sup>Umi is about 18 years old. <sup>(12)</sup>She is beautiful and has oval face. <sup>(13)</sup>She is tall, about 160 cms and her weight is about 38 kgs so that she seems very thin. <sup>(14)</sup>She has slanting black eyes and fair skin.

16

SITI NASIBAH

12202241056

<sup>(1)</sup>I want to tell you about my friend. <sup>(2)</sup>In this photo, there is my friend sitting next to me. <sup>(3)</sup>She is Siti Rochani, I usually call her "Siti" or you call her "Ocha". <sup>(4)</sup>She is a student of English Education department in Yogyakarta State

University. <sup>(5)</sup>I will tell you about her physical appearance. <sup>(6)</sup>She is short, it is about 150 cm, and she has a plump body. <sup>(7)</sup>Eventhough she is as small as me, but she is older than me, now she is 20 years old. <sup>(8)</sup>She has a round face with a small nose. <sup>(9)</sup>She also has chubby cheeks. <sup>(10)</sup>Sometimes her dimple is seen when she smile.

<sup>(11)</sup>That is a photo when we went to Rumah Zakat, located in Parangtritis St. <sup>(12)</sup>We went to Rumah Zakat to have an observation about prenatal phase. <sup>(13)</sup>In this photo, we wear Yogyakarta State University's almamater and black pants. <sup>(14)</sup>Siti is really beautiful with light-blue hijab.

<sup>(15)</sup>She is friendly, cheerful, and spiritfull. <sup>(16)</sup>She have to walk about 3 kms to go to campus, she is a very strong girl. <sup>(17)</sup>I am very glad to know her, and to be her friend.

17

NISA AMALIA HASANAH

12202241057

<sup>(1)</sup>This is my photo with my bestfriends. <sup>(2)</sup>Both of them were my classmate when we were in Senior High School. <sup>(3)</sup>They are Feni in the left and Aurel in the middle. <sup>(4)</sup>Aurel is the oldest one. <sup>(5)</sup>She was born on 29 October 1993, then Feni is one year younger than her. <sup>(6)</sup>She was born on 14 November 1994. <sup>(7)</sup>In the photo Feni is the tallest one, but now she has same height with Aurel. <sup>(8)</sup>All of us have black hair, but Aurel's hair is different between three of us. <sup>(9)</sup>Her hair is curly, really curly. <sup>(10)</sup>It makes her always has short hair. <sup>(11)</sup>We

have same hobby. <sup>(12)</sup>We like watching movie together. <sup>(13)</sup>Whether on DVD or cinema, but we always do that on DVD. <sup>(14)</sup>We also like hang out together. <sup>(15)</sup>The most unforgettable hang out moment were when we had trip to Parangtritis and Depok beach. <sup>(16)</sup>It happen when we were on the seventh grade. <sup>(17)</sup>It is really fun.

<sup>(18)</sup>My bestfriends are funny people, but Feni is the funiest one. <sup>(19)</sup>Her expression when she talk always make us laugh. <sup>(20)</sup>Her face expression is always flat when she tells a stories, whether that is a funny story or just a bad story. <sup>(21)</sup>It is different with Aurel. <sup>(22)</sup>She is the smartest among us. <sup>(23)</sup>She always got first rank in the axams.

18

ERNITA RAHARJA

12202241058

<sup>(1)</sup>I would like to describe my best friend when I was in Vocational High School. <sup>(2)</sup>Her name is Apriliana. <sup>(3)</sup>In these both of picture she is standing in the left side. <sup>(4)</sup>I know much about her. <sup>(5)</sup>Lia is medium weight for about 46 kg and her height is 154 cm. <sup>(6)</sup>She has plump body type. <sup>(7)</sup>Her face is round and her eyes are black. <sup>(8)</sup>She has wavy long hair and it's colour is black. <sup>(9)</sup>She also has chubby-red cheeks and pointed nose. <sup>(10)</sup>In the picture number 1, she is wearing a grey hat, dark blue shirt, and black jeans trousers. <sup>(11)</sup>She doesn't like to wear any girl accessories because she is not the typical of feminine girl. <sup>(12)</sup>Like in the picture number 1, she dresses simply without any additional girl accessories. <sup>(13)</sup>She told me that she is convenient with her simple style. <sup>(14)</sup>Lia also doesn't

like to apply any make up in her face but she is very beautiful when she is dressing up in tradisional Kebaya fashion in the picture number 2. <sup>(15)</sup>We are in the graduation occasion in that picture. <sup>(16)</sup>She looks so attractive and sexy with the gold-brown tradisional Kebaya fashion even isn't usual from her to dress with full of make up. <sup>(17)</sup>She also brings a small girly wallet in her left hand and wears highheels. <sup>(18)</sup>She looks very enjoy at that time. <sup>(19)</sup>She always makes me laugh because she loves jokes so much like me. <sup>(20)</sup>She also the typical of talkative girl but she is really open minded in all situations. <sup>(21)</sup>I always happy when we are together and now I miss her so much.

19

UMI ISMIYATI

12202241059

My friends, Mahendra and Lisa

<sup>(1)</sup>I have a photo of my friends. <sup>(2)</sup>In the photo there are 6 persons, 2 boys, and 4 girls. <sup>(3)</sup>I want to tell you about two of them. <sup>(4)</sup>First, I want to tell you about the boy on the left. <sup>(5)</sup>He is Mahindra Heryanto. <sup>(6)</sup>He was born in Bantul, February 2<sup>nd</sup>, 1992. <sup>(7)</sup>He studies Mathematics in Ahmad Dahlan University. <sup>(8)</sup>Mahindra is about 165 cm tall. <sup>(9)</sup>He is thin. <sup>(10)</sup>He has oval face with flat nose and thick eyebrows. <sup>(11)</sup>Mahindra has black straight hair and brown skin. <sup>(12)</sup>In the photo he wears blue T-shirt, black jacket, and black jeans. <sup>(13)</sup>He also wears brown sandals and glasses. <sup>(14)</sup>Mahindra loves playing football and travelling. <sup>(15)</sup>He is a fan of JKT 48 and Manchester United. <sup>(16)</sup>Mahindra is a kind and funny boy.

<sup>(17)</sup>Next I want to tell you about the girl with blue clothes. <sup>(18)</sup>She is Lisa Fatimah. <sup>(19)</sup>She was born in Bantul, October 1<sup>st</sup> 1992. <sup>(20)</sup>He studies in UIN Sunan Kalijaga. <sup>(21)</sup>Lisa is very beautiful girl. <sup>(22)</sup>She has oval face with pointed nose and thick eyebrows. <sup>(23)</sup>She has bright skin. <sup>(24)</sup>Lisa is about 158 cm tall. <sup>(25)</sup>She has a proportional body. <sup>(26)</sup>In the photo she wears blue blouse, blue jacket, blue veil, black jeans, and blue shoes. <sup>(27)</sup>She also wears grey bag. <sup>(28)</sup>Lisa is a kind person. <sup>(29)</sup>She is diligent. <sup>(30)</sup>Well, all of them are my best friends.

20

SARI WAHYUNING TYAS

12202241060

Me and My friends

<sup>(1)</sup>The photo above is my photo with my group on Ice Cream Al Huda last September. <sup>(2)</sup>We called our group as Khalid bin Walid because it is the name of war commander when Nabi Muhammad period, and we want to be as brave as him in facing every challenge that we got. <sup>(3)</sup>There are 3 boys and 6 girls on my group. <sup>(4)</sup>We are from different major and study program in Yogyakarta State University. <sup>(5)</sup>Now, I will tell about two of my group, they are Ovi and Mega.

<sup>(6)</sup>First, I will tell about Ovi. <sup>(7)</sup>Her full name is Affita Metha Ovilio, and we usually called her Ovi. <sup>(8)</sup>Now, she is one of the student in dance major. <sup>(9)</sup>In that photo, her position is in the left corner from my position. <sup>(10)</sup>She was wearing grey T-shirt, black trousers, and black veil. <sup>(11)</sup>She's medium high and average weight. <sup>(12)</sup>She's athletic body because she often has exercise every morning.


<sup>(13)</sup>She always wearing veil. <sup>(14)</sup>But, I knew that she has long black and straight hair when she put her veil off before she was sleep. <sup>(15)</sup>As a dancer, she always keep her appearance good. <sup>(16)</sup>Everyday when she goes to campus, she always wear face powder and eye shadow, also eyeliner for her eyes. <sup>(17)</sup>She is a beautiful girl. <sup>(18)</sup>That's all about Ovi.

<sup>(19)</sup>Next, I want to tell about Mega. <sup>(20)</sup>Now, she is study in Seni Rupa major. <sup>(21)</sup>In that photo, her position is in the right corner from my position. <sup>(22)</sup>She was wearing grey veil, yellow T-shirt and batik skirt. <sup>(23)</sup>She's tall and slim body. <sup>(24)</sup>She love art very much. <sup>(25)</sup>She join theater community in Al Huda. <sup>(26)</sup>Last time, she performs "Semar Gugat" with Culture Study Community in Taman Budaya Yogyakarta. <sup>(27)</sup>She also loves draw comic. <sup>(28)</sup>She is one of the layoters in UKKI magazine. <sup>(29)</sup>But, one thing that I don't like from her, she not keep herself cleanliness. <sup>(30)</sup>She doesn't like make up like the other girls teenager. <sup>(31)</sup>She always wear boy's shoes too. <sup>(32)</sup>But in the other side, she is a friendly friend. <sup>(33)</sup>I like discuss anything with her. <sup>(34)</sup>That's all about Mega. <sup>(35)</sup>And that's all my description about my friends in that photo.



# APPENDIX III

### CORRECTION CODE IN WRITING

SYMBOL	MEANING	EXAMPLE SENTENCE/ PHRASE
Sp	Word Spelling	<i>Fabulus, unversty</i> (fabulous, university)
Exp	Expression (with this symbol you need to review th whole sentence)	<i>So I only know play friend.</i>
P	Punctuation	full stop, capital letters, comma, question mark, exclamation mark, apostrophe, etc. <i>I went to london.</i> (I went to London)
S/V	Subject/ Verb agreement	<i>He <u>eat</u> his apple.</i> (He eats his apple.)
WW	Wrong Word	<i>I hope my English is <u>well</u>.</i> (I hope my English is good.)
WO	Word Order	<i>Indonesia is a country big.</i> (Indonesia is a big country.)
T	Tense of the Verb	<i>Tomorrow he had a test. He will studied hard.</i> (Tomorrow he will have a test. He will study hard)
Prep	Preposition	<i>He waited about the bus station.</i> (He waited at the bus station.)
^	Missing Word	<i>She smiled at in the classroom.</i> (She smiled at her friend in the classroom.)
WC	Word Category (right word, wrong form)	<i>He was happiness when he met his family.</i> (He was happy when he met his family.)
( )	Unnecessary words	<i>I will go to about shopping.</i> (I will go shopping.)
NP = //	New Paragraph	This means you are starting to talk about a new topic and therefore need a new paragraph.
A	Article (a/an/the)	<i>I saw excellent movie</i> (I saw an excellent movie.)
LW	Lingking Word	<i>I feel sad it is raining.</i> (I feel sad because it is raining.)
	Doesn't make sense (with this symbol you need to review the whole sentence)	<i>Boy, jump was in his hair.</i>
N	Noun form (singular/plural)	<i>All the person attended the class.</i> (All the people attended the class.)

Adapted from EPP Teacher Guide, ACT Education Limited (2007:XVII)

# APPENDIX IV

## MORPHOLOGY

1. Indefinite article incorrect
  - 1.1 *a* used for *an* before vowels
  - 1.2 *an* used for *a*
2. Possessive case incorrect
  - 2.1 Omission of *'s*
3. Third person singular incorrect
  - 3.1 Failure to attach *-s*
  - 3.2 Wrong attachment of *-s*
4. Simple past tense incorrect
  - 4.a Regular past tense
    - 4.a.1 Omission of *-ed*
    - 4.a.2 Adding *-ed* to past already formed
  - 4.b Irregular past tense
    - 4.b.1 Regularization by adding *-ed*
    - 4.b.2 Substitution of simple non-past
    - 4.b.3 Substitution of past participle
5. Past participle incorrect
  - 5.1 Omission of *-ed*
6. Comparative adjective/adverb incorrect
  - 6.1 Use of *more* + *er*

# APPENDIX V

MORPHOLOGY														
NO	SENTENCE	1		2	3		4					5	6	NOTE
		1.1	1.2	2.1	3.1	3.2	4a		4b			5.1	6.1	
							4a1	4a2	4b1	4b2	4b3			
1	<sup>(4)</sup> She wear a blue blouse, blue veil and black long skrit (She wears a blue blouse, a blue veil and a long black skrit)				x									
	<sup>(12)</sup> She always listen my story patiently and give me some advise (She always listen to my stories patiently and gives me some advises)				x									
	<sup>(13)</sup> Sometime, when she is on bad mood, she is only silent along day (Sometimes, she keeps silent the whole day when she is in a bad mood)				x									
	<sup>(16)</sup> She wear a red shirt and jeans trousers (She wears a red shirt and jeans)				x									
	<sup>(26)</sup> Sometimes, she can become a childish girl (Sometimes, she becomes a childish girl)				x									
2	<sup>(22)</sup> He always come late to school (He always comes late to school)				x									
3	<sup>(10)</sup> We were in the same class from the first until the last grade in the high school and it <u>makes</u> me closer to her (We were in the same class from the first until the last grade in the high school and it <u>made</u> me closer to her)									x				Paralellism
4	<sup>(10)</sup> It's hard to explain how <u>she</u> get that short name <u>Eva</u> from her full name (It's hard to explain how she gets that short name)				x									
	<sup>(17)</sup> She was always <u>ask</u> me to give encouragement for her, especially when it became near to D-Day of UAN and SNMPTN (She always asked me for encouragement especially in facing the national exam and SNMPTN)						x							Tense of the verb

MORPHOLOGY														
NO	SENTENCE	1		2	3		4					5	6	NOTE
		1.1	1.2	2.1	3.1	3.2	4a		4b			5.1	6.1	
							4a1	4a2	4b1	4b2	4b3			
	( <sup>22</sup> ) <u>Whenever</u> how much our distance <u>between each other</u> , we are still <u>best friend</u> ( <u>However</u> how much our distance , we are still <u>best friends</u> )			x										Misuse conjunction
5	( <sup>10</sup> )He is an easy going man, he <u>can always makes friend where ever</u> he is (He is an easy going man, he <u>can make friends wherever</u> he is)				x	x								Word spelling
	( <sup>11</sup> )I have a picture of <u>my friend</u> (I have a picture of <u>my friends</u> )			x										
	( <sup>13</sup> )She is <u>an unique</u> person (She is a <u>unique</u> person)	x												
6														
	( <sup>17</sup> ) <u>And now</u> she has online shop that <u>sell</u> clothes and watches (Now she has online shop that <u>sells</u> clothes and watches)				x									Conjunction
	( <sup>29</sup> )That's my description of <u>my friend</u> (That's the description of <u>my friends</u> )			x										
9	( <sup>14</sup> )She is <u>very exist</u> on facebook and twitter (She <u>exists</u> on facebook and twitter)				x									Unnecessary word
11	( <sup>10</sup> )He likes to great peoples and he likes to make jokes as well (He likes to great <u>people</u> and to make jokes as well)					x								

MORP HOLOGY														
NO	SENTENCE	1		2	3		4					5	6	NOTE
		1.1	1.2	2.1	3.1	3.2	4a		4b			5.1	6.1	
							4a1	4a2	4b1	4b2	4b3			
11	<sup>(13)</sup> He always <u>sing</u> her song <u>everytime</u> and <u>everywhere</u>				x									
	(He always <u>sings</u> her song in <u>everytime</u> and in <u>everywhere</u> )													
	<sup>(19)</sup> If campus holds an event, he <u>always comes</u> and see it					x								Tense of the verb
	(If the campus hold an event, he will <u>always come</u> and see it)													
16	<sup>(10)</sup> Sometimes her dimple is seen when she <u>smile</u>				x									
	(Sometimes her dimple is seen when <u>she smiles</u> )													
17	<sup>(16)</sup> It <u>happen</u> when we were on the seventh grade						x							
	(It <u>happened</u> when we were in the seventh grade)													
	<sup>(19)</sup> Her expression when she <u>talk</u> always <u>make</u> us laugh				x									
	(Her expression when she <u>talks</u> always <u>makes</u> us laugh)													
20	<sup>(15)</sup> As a dancer, she always <u>keep</u> her appearance good				x									
	(As a dancer, she always <u>keeps</u> her appearance good)													
	<sup>(16)</sup> Everyday when she goes to campus, she always <u>wear</u> face powder and eye shadow, also eyeliner for her eyes				x									
	(Everyday when she goes to campus, she always <u>wears</u> face powder and eye shadow, also eyeliner for her eyes)													
	<sup>(24)</sup> She <u>love</u> art very much				x									
	(She <u>loves</u> art very much)													



MORPHOLOGY														
NO	SENTENCE	1		2	3		4					5	6	NOTE
		1.1	1.2	2.1	3.1	3.2	4a		4b			5.1	6.1	
							4a1	4a2	4b1	4b2	4b3			
20	( <sup>25</sup> )She <u>join</u> theater comunity in Al Huda				x									
	(She <u>joins</u> theater comunity in Al Huda)													
	( <sup>31</sup> )She always <u>wear</u> boy’s shoes too				x									
	(She always <u>wears</u> boy’s shoes too)													

MORPHOLOGY													
NO	STUDENT NUMBER	1		2	3		4					5	6
		1.1	1.2	2.1	3.1	3.2	4a		4b			5.1	6.1
							4a1	4a2	4b1	4b2	4b3		
1	12202241041				5								
2	12202241042				1								
3	12202241043									1			
4	12202241044				1		1						
5	12202241045				2	1							
6	12202241046	1			3								
7	12202241047												
8	12202241048												
9	12202241049				1								
10	12202241050												
11	12202241051				1	2							
12	12202241052												
13	12202241053												
14	12202241054												
15	12202241055												
16	12202241056				1								
17	12202241057				1								
18	12202241058												
19	12202241059												
20	12202241060				5								
Total frequency of errors each category		1			21	3	1			1			
Total number of errors		27											
%		3.70			77.78	11.11	3.70			3.70			

# APPENDIX VI

## SYNTAX

1. Noun phrase
  - 1.a. Determiners
    - 1.a.1 Omission of the article
    - 1.a.2 Substitution of definite article for possessive pronoun
    - 1.a.3 Use of possessive with the article
    - 1.a.4 Use of wrong possessive
  - 1.b. Nominalization
    - 1.b.1 Simple verb used instead *-ing*
    - 1.b.2 Preposition *by* omitted
  - 1.c. Number
    - 1.c.1 Substitution of singular for plurals
    - 1.c.2 Substitution of plurals for singular
  - 1.d. Use of pronouns
    - 1.d.1 Omission of the subject pronoun
    - 1.d.2 Omission of the *dummy* pronoun *it*
    - 1.d.3 Omission of object pronouns
    - 1.d.4 Subject pronoun used as a redundant element
    - 1.d.5 Alternating use of pronouns by number as well as gender
    - 1.d.6 Use of *me* as a subject
  - 1.e. Use of preposition
    - 1.e.1 Omission of preposition
    - 1.e.2 Misuse of preposition
2. Verb phrase
  - 2.a. Omission of verb
    - 2.a.2 Omission of *to be*
  - 2.b. Use of progressive tense
    - 2.b.1 Omission of *be*

- 2.b.2 Replacement of *-ing* by the simple verb form
- 2.b.3 Substitution of the progressive for the simple past
- 2.c Agreement of subject and verb
  - 2.c.1 Disagreement of subject and verb person
  - 2.c.2 Disagreement of subject and number
  - 2.c.3 Disagreement of subject and tenses
- 3. Verb-and-verb construction
  - 3.1 Embedding of a noun-and-verb construction in another noun-and-verb construction
  - 3.2 Omission of *to* in identical subject construction
  - 3.3 Omission of *to* in the verb-and-verb construction
  - 3.4 Attachment of the past marker to the dependent verb
- 4. Word order
  - 4.1 Repetition of the object
  - 4.2 Adjectival modifiers placed after noun
- 5. Some transformation
  - 5.a Negative transformation
    - 5.a.1 Formation of *no* or *not* without the auxiliary *do*
    - 5.a.2 Multiple negation
  - 5.b Question transformation
    - 5.b.1 Omission of auxiliary
  - 5.c *There* transformation
    - 5.c.1 Use of *is* instead of *are*
    - 5.c.2 Omission of *there*
    - 5.c.3 Use of *it was* instead of *there was*
  - 5.d Subordinate clause transformation
    - 5.d.1 Use *for* for *so that*
    - 5.d.2 Use of indicative for conditional

# APPENDIX VII

SYNTAX																																													
NO	SENTENCE	1																2								3				4		5								NOTE					
		1a				1b		1c		1d						1e		2a		2b				2c		3 1	3 2	3 3	3 4	4 1	4 2	5a		5b		5c		5d							
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1	2 c 2	2 c 3							5 a 1	5 a 2	5 b 1	5 b 2	5 c 1	5 c 2	5 c 3	5 d 1		5 d 2				
S I L V I A  /  1 2 2 0 2 4 4 1 0 4 1	<sup>1)</sup> I will tell you about the <u>two of my</u> friends in the photograph above			x																																								Wrong Word	
	(I will tell you about the two friends of <u>mine</u> in the <u>picture</u> above)																																												
	<sup>(3)</sup> Siti Rochani, <u>we</u> often call her <u>Siti</u> , is in my right side														x																														
	(Siti Rochani, <u>who</u> we call her <u>Siti</u> , is in my right side)																																												
	<sup>(4)</sup> She wear a blue blouse, <u>blue veil</u> and <u>black long skrit</u>	x																																											Word order
	(She wears a blue blouse, <u>a blue veil</u> and a long black skrit)																																												
	<sup>(5)</sup> <u>Her weight</u> is about 45 kilos and 153 centimeters high																											x																	Parallelism
	(Her weight is about 45 kilos and <u>her height</u> is about 153 centimeters)																																												
	<sup>(6)</sup> She has a round face with small eyes, <u>small nose</u> and chubby cheeks	x																																											
	(She has a round face with small eyes, <u>a small nose</u> and chubby cheeks)																																												

SYNTAX																																								
NO	SENTENCE	1														2						3				4		5						NOTE						
		1a				1b		1c		1d						1e		2a		2b				2c		3	3	3	3	4	4	5a			5b	5c		5d		
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 b 4	2 c 1	2 c 2							2 c 3	4 1		4 2	5 a 1	5 a 2	5 b 1	5 c 1	5 c 2
S I L V I A  / 1 2 2 0 2 2 4 1 0 4 1	( <sup>8</sup> )She <u>is</u> really <u>love</u> t <u>listen</u> the music					x																																		
	(She really <u>loves</u> <u>listening</u> to the music)																																							
	( <sup>10</sup> )She is the most mature among us, <u>so</u> <u>we</u> , <u>especially</u> <u>me</u> , <u>consider</u> her like <u>1</u> <u>mother</u>													x																									Wrong Word	
	(She is the most mature among us, <u>and</u> <u>that</u> is <u>why</u> <u>I</u> <u>consider</u> her <u>as</u> a mot <u>ter</u> )																																							
	( <sup>12</sup> )She always <u>listen</u> <u>my</u> <u>story</u> patiently and <u>give</u> me some <u>advise</u>							x								x																								
	(She always <u>listen</u> to <u>my</u> <u>stories</u> patiently and <u>gives</u> me some <u>advise</u> s)																																							
	( <sup>13</sup> ) <u>Sometime</u> , when she is <u>on</u> <u>bad</u> <u>mood</u> , she is <u>only</u> <u>silent</u> <u>along</u> <u>day</u>	x														x																								Expression
	( <u>Sometimes</u> , she keeps silent the whole day when she is <u>in</u> a <u>bad</u> <u>mood</u> )																																							
	( <sup>14</sup> )My <u>another</u> friend is Ester																																							Wrong Word
	(My <u>other</u> friend is Ester)																																							



SYNTAX																																												
NO	SENTENCE	1														2								3				4		5						NOTE								
		1a				1b		1c		1d						1e		2a		2b		2c		3	3	3	3	4	4	5a	5b	5c	5c	5d	5d									
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1														2 c 2	2 c 3	4 1	4 2	5 a 1	5 a 2	5 b 1	5 c 1
1	( <sup>17</sup> )Her weight is about 41 kilos and <u>153 centimeters high</u>																								x																Paralellism + missing word			
S	(Her weight is about 41 kilos and <u>her</u> height is 153 centimeters)																																											
I																																												
L																																												
V	( <sup>18</sup> )She has a <u>brown skin</u> and short <u>balck</u> hair	x																																										Word spelling
I	(She has <u>brown skin</u> and short <u>black</u> hair)																																											
A																																												
/																																												
1	( <sup>25</sup> )She is so talk active, but like Siti, if she in a bad feeling, she will be quite along day																																											Linking Word
2																																												
2	(She is so talk active, <u>most like Siti</u> Ester is talkactive and quite person when she is in a bad feeling)																																											
0																																												
2																																												
4																																												
1	( <sup>26</sup> )Sometimes, she <u>can become</u> a childish girl																																											Wrong Word
0																																												
4	(Sometimes, she <u>becomes</u> a childish girl)																																											
1																																												

SYNTAX																																									
NO	SENTENCE	1														2								3			4		5								NOTE				
		1a				1b		1c		1d						1e		2a		2b		2c		3 1	3 2	3 3	3 4	4 1	4 2	5a		5b		5c		5d					
		1 a	1 a	1 a	1 a	1 b	1 b	1 c	1 c	1 d	1 d	1 d	1 d	1 d	1 d	1 e	1 e	2 a	2 a	2 b	2 b	2 b	2 c							2 c	2 c	5 a	5 a	5 b	5 b	5 c		5 c	5 c	5 d	5 d
1	<sup>(27)</sup> <u>Although</u> we are in different religion, <u>but</u> we are tolerant <u>each other</u>							x																																	
	<u>(Despite the religion differences, we are always tolerant <u>one</u> another)</u>																																								
	<sup>(29)</sup> <u>I hove</u> our friendship will be <u>forevermore</u>																																								Word spelling
	<u>(I hope our friendship will be forever)</u>																																								

SYNTAX																																						
NO	SENTENCE	1														2						3			4		5								NOTE			
		1a				1b		1c		1d						1e		2a		2b		2c		3	3	3	4	4	5a		5b		5c			5d		
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1						2 c 2	2 c 3	5 a 1	5 a 2	5 b 1	5 b 1		5 c 1	5 c 2	5 c 3
H A N I F /  1 2 2 0 2 4 1 0 4 2	( <sup>2</sup> )In the photo my position is in the middle																																					Expression
	(I am in the middle of the picture)																																					
	( <sup>7</sup> )He is about 170 cm tall																																					Wrong word
	(His height is 170 cm)																																					
	( <sup>8</sup> )He <u>has thin</u> body, his weight is about 55 kg	x																																				
	(He <u>has a thin</u> body, his weight is about 55 kg)																																					
	( <sup>10</sup> )He <u>has oval</u> face	x																																				
	(He <u>has an oval</u> face)																																					
	( <sup>11</sup> )He has short, <u>straight black</u> hair																																					
	(He has short, <u>straight and black</u> hair)																																					
	( <sup>14</sup> )He wears <u>black coat, white shirt, blue-white tie, black trouser</u> and black shoes	x																																				
	(He wears a <u>black coat, a white shirt, a blue-white tie, black trousers</u> and black shoes)																																					

SYNTAX																																								
NO	SENTENCE	1														2						3				4		5								NOTE				
		1a				1b		1c		1d				1e		2a		2b		2c		3	3	3	3	4	4	5a	5b	5c	5d									
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2											2 b 3	2 c 1	2 c 2	2 c 3		3 1	3 2	3 3	3 4
2  H A N I F  /  1 2 2 0 2 2 4 1 0 4 2	<sup>(15)</sup> He <u>is</u> <u>silent</u> person	x																																						
	(He <u>is</u> <u>a</u> <u>silent</u> person)																																							
	<sup>(17)</sup> He <u>oftenly</u> hangs some paper <u>containing</u> some text like “I’m crazy” in his friend’s back															x																								Wrong word
	(He <u>often</u> hangs some paper saying “I’m crazy” on the back of his friend)																																							
	<sup>(20)</sup> He also likes <u>racer</u> (He also likes <u>racing</u> )																																							Wrong word
	<sup>(23)</sup> <u>That</u> <u>causes</u> he looks sleepy every day										x																													
	(He looks sleepy every day because of it)																																							
<sup>(24)</sup> He is very obsessed with <u>motor</u> bike and race	x																																							
He is very obsessed with <u>a</u> <u>motor</u> <u>bike</u> and <u>racing</u>																																								
<sup>(25)</sup> <u>His</u> <u>chatting</u> <u>is</u> <u>always</u> about them, about the motor bike engine modification																																								
(He <u>always</u> chat about the motor bike engine modification)																																								

SYNTAX																																										
NO	SENTENCE	1														2								3				4		5								NOTE				
		1a				1b		1c		1d						1e		2a		2b				2c				3 1	3 2	3 3	3 4	4 1	4 2	5a		5b			5c		5d	
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1	2 c 2	2 c 3	5 a 1	5 a 2							5 b 1	5 b 2	5 c 1	5 c 2		5 c 3	5 d 1	5 d 2	
3	( <sup>1</sup> )This picture was taken <u>when I and my classmates in Vocational High School were dinner in one of the restaurants in Bantul</u>																																								Tense of the verb	
Y	This picture was taken in one of the restaurant in Bantul while me and <u>my</u> classmates of Vocational High School were having dinner)																																									
U																																										
L																																										
I																																										
A																																										
N	( <sup>2</sup> )There are <u>some of my best friends</u> but I just want to describe my best of <u>the best friend</u>					x																																				
/																																										
1	(There are <u>some best friends of mine</u> but I just want to describe closest one)																																									
2																																										
2																																										
0																																										
2	( <sup>3</sup> )The first time I knew her when I was <u>on</u> Junior High School															x																										
2																																										
4	The first time I knew her when I was <u>at</u> Junior High School)																																									
1																																										
0																																										
4	( <sup>4</sup> )She was my classmate <u>in second grade</u> and in the last grade															x																										
3	(She was my classmate in the second grade and in the last grade)																																									

SYNTAX																																											
NO	SENTENCE	1														2								3				4		5								NOTE					
		1a				1b		1c		1d						1e		2a		2b				2c		3	3	3	3	4	4	5a		5b	5c		5d						
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 b 4	2 c 1	2 c 2							2 c 3	1 1	2 2	3 3	3 3	4 4		1 1	2 2	5 a 1	5 a 2	5 b 1
3	( <sup>5</sup> )Her house is also <u>near my house</u> (Her house is also <u>near from my house</u> )														x																												
Y																																											
U	( <sup>6</sup> )So, we usually study together or hang out somewhere <u>to window shopping</u> , jogging at “SunMor” and <u>visit</u> tourism places															x																											Parallelism
L	(We usually study or hang out together for <u>window shopping</u> , jogging at “SunMor” and <u>visiting</u> some tourism object																																										
I																																											
A																																											
N																																											
/																																											
1																																											
2																																											
2																																											
0																																											
2	( <sup>7</sup> )After <u>graduate</u> from Junior High School, we continued our study in the same school that is Vocational High School 2 Yogyakarta					x																																					
4																																											
1	(After <u>graduating</u> from Junior High School, we continued our study in the same school, that is Vocational High School 2 Yogyakarta																																										
0																																											
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3																																											

SYNTAX																																									
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		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2						2	2	2	2		2	2	2	2	2	2
		a	a	a	a	b	b	c	c	d	d	d	d	d	d	e	e	a	a	b	b	b	b	c	c	c	c	c	c	c	c	c	c	c		c	d	d			
		1	2	3	4	1	2	1	2	3	4	5	6	1	2	1	2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	5	1	2	5	1	2
3	<sup>(11)</sup> <u>Although we both often have some different opinions which put us in a bad condition but it was not a big problem that can make us part (Eventhough we sometimes had different point of views which led us to a bad situation, it didn't tear us apart because it had not been a big problem for us)</u>																																								Expression

SYNTAX																																									
NO	SENTENCE	1														2								3				4		5								NOTE			
		1a				1b		1c		1d						1e		2a		2b				2c		3	3	3	3	4	4	5a		5b		5c			5d		
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 b 4	2 c 1	2 c 2							2 c 3	5 a 1	5 a 2	5 b 1	5 b 2	5 c 1		5 c 2	5 c 3	5 d 1
4	<sup>1)</sup> The photo <u>in the right</u> at this <u>page</u> is <u>my photo with my bet friends</u> (The photo <u>on the right side</u> is me and my best friends)															x																							Spelling		
A																																									
R																																									
U																																									
M	<sup>(3)</sup> We was celebrating my birthday also our Idol, Shin Dongho’s birthday, one of U-KISS’C (Ubiquitous Korean International Super Star) member																								x																
/																																									
1																																									
2	<u>(We were celebrating my birthday which is the same date as one of our idol, Shin Dongho, a U-KISS’C</u>																																								
2	<u>(Ubiquitous Korean International Super Star) member)</u>																																								
0																																									
2																																									
4																																									
1	<sup>(5)</sup> First, let <u>me you know</u> where I <u>was</u> in that photo																x								x																
0																																									
4	<u>(First, let me show you where I am in that picture)</u>																																								
4																																									



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4 . A R U M / 1 2 2 0 2 2 4 1 0 4 4	( <sup>6</sup> )I'm the one in the middle who <u>was wearing</u> jeans, a dark blue and <u>bright</u> blue blouse, a red veil with a white flower pin on it	x																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																

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		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3							2 b 1	2 c 1	2 c 2	2 c 3	5 a 1	5 a 2	5 b 1	5 c 1	5 c 2	
4	( <sup>14</sup> )She was schooling <u>in</u> Senior High School 2 Purworejo while I was <u>in</u> Senior High School 1 Purworejo															x																						
A	(She was schooling <u>at</u> Senior High School 2 Purworejo while I was <u>at</u> Senior High School 1 Purworejo)																																					
R																																						
U																																						
M	( <sup>15</sup> )Besides, we <u>always</u> talking about Idol, we also <u>were</u> always studying together																			x																		
/	(Besides, we <u>talk</u> about Idol, we also <u>studied</u> together)																																					
1																																						
2																																						
2																																						
0	( <sup>16</sup> )She was good at Biology and I was good at Mathematic, so we <u>were</u> <u>trading</u> our knowledge																			x																		
2																																						
4	(She was good at Biology and I was good at Mathematic, so we <u>shared</u> our knowledge)																																					
1																																						
0																																						
4																																						
4	( <sup>18</sup> )She is very bright and humorous <u>girl</u>														x																							
	(She is very bright and humorous )																																					

SYNTAX																																								
NO	SENTENCE	1														2								3			4		5								NOTE			
		1a				1b		1c		1d						1e		2a		2b		2c				3 1	3 2	3 3	3 4	4 1	4 2	5a		5b		5c		5d		
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1	2 c 2	2 c 3							5 a 1	5 a 2	5 b 1	5 b 1	5 c 1		5 c 2	5 c 3	5 d 1
4	( <sup>19</sup> )We always <u>calling</u> each other at 3.a.m every day to <u>waking</u> up each other to do Tahajud prayer and sometimes <u>for preparing</u> Monday-Thursday fasting																																				Parallelism			
A	(We always <u>call</u> each other at 3.a.m every day to <u>wake</u> up each other to do Tahajud prayer and sometimes <u>to</u> prepare Monday-Thursday fasting)																																							
R																																								
U																																								
M																																								
/	( <sup>20</sup> )We do that until now, although we're <u>nit in same</u> University	x																																			Article, Spelling			
1	(We do that until now, although we're <u>not in the same</u> University)																																							
2																																								
2																																								
0																																								
2	( <sup>21</sup> )She is <u>studying in</u> Ahmad Dahlan University															x																					Tense of the verb			
2	(She <u>studies at</u> Ahmad Dahlan University)																																							
4																																								
1																																								
0																																								
4	( <sup>23</sup> )We <u>hope</u> it'll be forever good relationship																																				Word order			
4	(We <u>wish</u> this relationship will last forever)																																							

SYNTAX																																									
NO	SENTENCE	1														2						3			4		5								NOTE						
		1a				1b		1c		1d						1e		2a		2b		2c		3	3	3	4	4	5a		5b		5c			5d					
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1						2 c 2	2 c 3	5 a 1	5 a 2	5 b 1	5 b 2		5 c 1	5 c 2	5 c 3	5 d 1	5 d 2	
5 · R I Z K I / 1 2 2 0 2 2 4 1 0 4 5	( <sup>4</sup> )He has a plump body, <u>for his 155 height</u> and <u>his weight</u> about 70 kilograms (He has a plump body <u>because his height is 155 centimeters</u> and <u>his weight is 70 kilograms</u> )															x		x																					Word order		
	( <sup>6</sup> )He is 52 years old, <u>that's</u> why his dark hair turns to grey (He is 52 years old, <u>that is</u> why his dark hair turns to grey)																																								Word spelling
	( <sup>7</sup> )He has a square face <u>with thick mustache</u> under his sharp nose (He has a square face <u>with a thick mustache</u> under his sharp nose)	x																																							
	( <sup>8</sup> )He <u>is wearing</u> a white shirt and a black short (He <u>wears</u> a white shirt and a black short)																																								Tense of the verb
	( <sup>13</sup> )He <u>is working in</u> an office, and he <u>have</u> to wake up early in the morning (He <u>works at</u> an office, and he <u>has</u> to wake up early in the morning)																x																								Tense of the verb

SYNTAX																																									
NO	SENTENCE	1														2						3				4		5								NOTE					
		1a				1b		1c		1d						1e		2a		2b		2c		3 1	3 2	3 3	3 4	4 1	4 2	5a		5b		5c			5d				
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1							2 c 2	2 c 3	5 a 1	5 a 2	5 b 1	5 b 2		5 c 1	5 c 2	5 c 3	5 d 1	5 d 2
5 . R I Z K I / 1 2 2 0 2 2 4 1 0 4 5	( <sup>14</sup> )He lives in <u>west java</u> and <u>separated</u> with me and my mom																																						Parallelism, Punctuation		
	(He lives in <u>West Java</u> and <u>separates</u> with me and my mom)																																								
	( <sup>15</sup> )That's why he is <u>an</u> autonomous and he can do anything by himself																																							Article	
	(That's why he is autonomous and he can do anything by himself)																																								
	( <sup>16</sup> )He <u>goes</u> back to Jogja every last month																																							Wrong Word	
	(He <u>comes</u> back to Jogja every last month)																																								
	( <sup>17</sup> )He's <u>bit</u> lonely when he's <u>home</u> alone	x																																							
	(He's a <u>bit</u> lonely when he's <u>at home</u> alone)																																								
	( <sup>18</sup> )He <u>use to</u> go <u>to mosque to</u> just <u>having</u> conversation with <u>neighbours</u> or share about spiritual <u>knowledges</u>																																								Parallelism, Wrong word
	(He <u>used to</u> go <u>to the mosque</u> just to <u>have</u> conversation with <u>the neighbours</u> , or just to share the spiritual experiences)																																								

SYNTAX																																												
NO	SENTENCE	1														2						3			4		5						NOTE											
		1a				1b		1c	1d						1e		2a		2b		2c		3	3	3	4	4	5a		5b		5c		5d										
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						1	1	1	1	1		1	1	1	1	1	1	1				
		a	a	a	a	b	b	c	c	d	d	d	d	d	d	e	e	a	a	a	b	b						b	c	c	c	c		c	a	a	b	b	c	c	c	d	d	
		1	2	3	4	1	2	1	2	1	2	3	4	5	6	1	2	1	2	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	5	1	2	3	4	5	1	2		
5	<sup>(19)</sup> He is <u>a really good father</u> and I am so proud to be his son (He is <u>really a good father</u> and I am so proud to be his son)																																											Word order

SYNTAX																																							
NO	SENTENCE	1														2								3				4		5								NOTE	
		1a				1b		1c	1d						1e		2a		2b				2c		3 1	3 2	3 3	3 4	4 1	4 2	5a		5b	5c		5d			
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1	2 c 2							2 c 3	5 a 1	5 a 2	5 b 1	5 c 1	5 c 2	5 c 3		5 d 1
6    R E Z Y  /  1 2 2 0  2 2 4 1 0 4 6	( <sup>2</sup> )They are my classmates <u>in</u> Senior High School															x																							
	(They are my classmates <u>at</u> Senior High School)																																						
	( <sup>3</sup> ) <u>And</u> that picture was taken for <u>Year Book</u> of my school	x																																					Conjunction
	(That picture was taken for a <u>Year Book</u> of my school)																																						
	( <sup>4</sup> )In the picture, there are twenty eight <u>person</u> , <u>include</u> seventeen girls and eleven boys																																						Wrong word
	(In the picture, there are twenty eight <u>persons</u> , <u>consist of</u> seventeen girls and eleven boys)																																						
	( <sup>5</sup> )From that picture, I <u>want describe</u> two <u>person</u> <u>there</u>																																					Word spelling	
	(From that picture, I <u>want to describe</u> two persons)																																						
6	( <sup>8</sup> )From that picture, she is <u>on fourth</u> position from left side	x														x																							
	(From that picture, she is <u>in the fourth</u> position from the left side)																																						

SYNTAX																																								
NO	SENTENCE	1														2								3				4		5								NOTE		
		1a				1b		1c		1d						1e		2a		2b				2c		3 1	3 2	3 3	3 4	4 1	4 2	5a		5b		5c			5d	
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 b 4	2 c 1	2 c 2							2 c 3	5 a 1	5 a 2	5 b 1	5 b 1	5 c 1		5 c 2	5 c 3
6	( <sup>9</sup> )And she wears white polo shirt (She wears a white polo shirt)	x																																				Conjunction		
R E Z Y / 1 2 2 0 2 2 4 1 0 4 6	( <sup>11</sup> )She has <u>slim body</u> , and black hair (She has a <u>slim body</u> , and black hair)	x																																						
	( <sup>12</sup> )She has slanted eyes and white skin, because she is chinesh descend (She has slanted eyes and a <u>white</u> skin, because she is a chinese)	x																																						
	( <sup>14</sup> ) <u>Although</u> she looks childish <u>in behave</u> but she has <u>strong</u> mentality (Despite her childish behaviour she has a <u>strong</u> mentality)	x																																					Word category, Conjunction	
	( <sup>15</sup> )She has <u>business</u> mentality like <u>others chinish descend</u> (She has a business mentality like any others chinese)	x																																					Word spelling	



SYNTAX																																									
NO	SENTENCE	1														2						3				4		5								NOTE					
		1a				1b		1c		1d						1e		2a		2b		2c		3 1	3 2	3 3	3 4	4 1	4 2	5a		5b		5c			5d				
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1							2 c 2	2 c 3	5 a 1	5 a 2	5 b 1	5 b 2		5 c 1	5 c 2	5 c 3	5 d 1	5 d 2
6 . R E Z Y /  1 2 2 0 2 2 4 1 0 4 6	<sup>(18)</sup> <u>And she</u> studies in Management department in Duta Cendikia Katholik University Surabaya														x																								Conjunction, Word Order		
	( <u>She</u> studies Management in the Catholic University of Duta Cendikia in Surabaya)																																								
	<sup>(19)</sup> <u>Second</u> person I want to <u>descripe</u> is my <u>boy friend</u>	x																																							Word spelling
	(The <u>second</u> person I want to <u>describe</u> is my boyfri :nd)																																								
	<sup>(21)</sup> His position in that picture is <u>on</u> the most right side															x																									
	(His position in that picture is in the most right side)																																								
	<sup>(22)</sup> He <u>has</u> <u>fat boy</u> and brown skin	x																																							
	(He <u>has</u> a <u>fat body</u> and brown skin)																																								
	<sup>(25)</sup> He has <u>good</u> ability in speaking English and I learn much from him	x																																							
(He has a <u>good</u> ability in speaking English and I learn much from him)																																									

SYNTAX																																												
NO	SENTENCE	1															2						3				4		5								NOTE							
		1a				1b		1c		1d						1e		2a		2b		2c		3	3	3	3	4	4	5a		5b	5c		5d									
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2							2	2	2	2	2	2	2		2	2					
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1	2	3	4	1	2	1	2	1	2	1	2	3	4	5	6	1	2	1	2	1	2	1	2	3	1	2	3	1	2	3	4	1	2	5	1	5	2	5	3	5	1	5	2	
6    R E Z Y	<sup>(26)</sup> He is <u>funny</u> and <u>moody</u> person	x																																										
	(He is <u>a funny</u> and <u>a moody</u> person)																																											
	<sup>(28)</sup> That's why he now studies in International Relation Department <u>in</u> Muhammadiyah University of Yogyakarta																x																											
	(That's why he now studies in International Relation Department <u>at</u> Muhammadiyah University of Yogyakarta)																																											
	<sup>(30)</sup> <u>And</u> I always hope they will get what they want and what they like																																											Conjunction
	(I always hope they will get what they want and what they like)																																											

SYNTAX																																									
NO	SENTENCE	1														2								3				4		5								NOTE			
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		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1	2 c 2	2 c 3							5 a 1	5 a 2		5 c 1	5 c 2	5 c 3		5 d 1	5 d 2	
7 . S I T I / 1 2 2 0 2 4 1 0 4 7	<sup>(10)</sup> She has <u>flat</u> nose	x																																							
	(She has a <u>flat</u> nose)																																								
	<sup>(12)</sup> She wears a pink veil, a long stripe pink t-shirt and long red skirt	x																																							
	(She wears a pink veil, a long stripe pink t-shirt and a <u>long</u> red skirt)																																								
	<sup>(14)</sup> In the photo, she <u>sat</u> on the right side																																								Tense of the verb
	(In the photo, she <u>sits</u> on the right side)																																								
	<sup>(16)</sup> She is also <u>open</u> minded girl, but she can't be very tired	x																																							
	(She is also <u>an open</u> minded girl, but she can't be very tired)																																								
	<sup>(25)</sup> She wears <u>black head cover</u> , a long brown t-shirt, and a long blue-red-cream stripe skirt	x																																							
	(She wears a <u>black hijab</u> , a long brown t-shirt, and a long blue-red-cream stripe skirt)																																								

SYNTAX																																												
NO	SENTENCE	1														2						3				4	5								NOTE									
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		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1														2 c 2	2 c 3	3 1	3 2	3 3	3 4	4 1	4 2
S I T I /  1 2 2 0 2 4 1 0 4 4 7	( <sup>27</sup> )She <u>sat</u> next to Umi in that photo																																											Tense of the verb
	(She <u>sits</u> next to Umi in that photo)																																											
	( <sup>28</sup> )Dayu is also <u>smart girl</u> , she got the second highest GPA after Umi (she got <u>the first highest</u> GPA) last semester	x													x																													
	(Dayu is also <u>a smart girl</u> , she got the second highest GPA after Umi (she got <u>the highest</u> GPA) last semester)																																											
	( <sup>30</sup> )She is also <u>moody girl</u>	x																																										
	(She is also <u>a moody girl</u> )																																											
	( <sup>34</sup> )She also likes barbie although she is not <u>child</u> anymore	x																																										
	(She also likes barbie although she is not <u>a child</u> anymore)																																											
	( <sup>35</sup> ) <u>That all are my stories</u> about my friends																																											
	( <u>That is all my story</u> about my friends)																																											

SYNTAX																																					
NO	SENTENCE	1														2						3			4		5					NOTE					
		1a				1b		1c	1d					1e		2a		2b		2c		3 1	3 2	3 3	3 4	4 1	4 2	5a 1	5b 2	5c 1	5c 2		5c 3	5d 1	5d 2		
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2															2 b 3	2 c 1
8 .  E S T E R  /  1 2 2 0 2 2 4 1 0 4 8	<sup>(1)</sup> <u>Here</u> I will tell you about my friend																																				Unnecessary word
	(I will tell you about my friend)																																				
	<sup>(2)</sup> This is Resti, one of my friends when I am an Senior High School															x																					Tense of the verb
	(This is Resti, one of my friends when I was at Senior High School)																																				
	<sup>(3)</sup> <u>About her physical appearance, as you can see on that photo</u> , she has medium height and medium weight	x														x																					Unnecessary word
	( <u>As can be seen in the photo</u> , she has a <u>medium</u> height and a <u>medium</u> weight)																																				
	<sup>(5)</sup> She has slanted eyes, a flat nose and <u>oval face</u>	x																																			
(She has slanted eyes, a flat nose and an <u>oval face</u> )																																					
<sup>(7)</sup> Rasti is a <u>really unique</u> person																																					Word order
(Rasti is really a unique person)																																					

SYNTAX																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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8 . E S T E R	( <sup>(10)</sup> The funiest thing about her behavior is when she s speaking <u>but</u> her mouth is full of food, her cheeks will be flushed and inally she will find herself choke d															x																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														</

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		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1												2 b 2	2 b 3	2 c 1	2 c 2	2 c 3	4 1	4 2	5 a 1	5 a 2	5 b 1
9	( <sup>4</sup> )She is my classmate <u>in class</u> (She is my classmate)																																								Unnecessary word
B																																									
A	( <sup>5</sup> )She <u>is</u> wearing a <u>blue</u> veil, a purple blouse, a long skirt and blue shoes																																								Tense of the verb, Word spelling
M	(She <u>wears</u> a <u>blue</u> veil, a purple blouse, a long skirt and blue shoes)																																								
B																																									
A	( <sup>8</sup> )She <u>is</u> <u>very</u> kind person (She is a <u>very</u> kind person)	x																																							
N																																									
G																																									
/																																									
1																																									
2																																									
2																																									
0	( <sup>11</sup> )Her hobbies are listening to the musics and browsing (Her hobbies are listening to the <u>music</u> and browsing)								x																																
2																																									
4																																									
1																																									
0	( <sup>12</sup> )Her favorite music is instrumental <u>musics</u> (Her favorite music is instrumental)																																								Unnecessary word
4																																									
9																																									

SYNTAX																																										
NO	SENTENCE	1														2						3				4		5						NOTE								
		1a				1b		1c		1d						1e		2a		2b		2c		3	3	3	3	4	4	5a		5b	5c		5d							
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2							2	2	2	2		2	2	2	2	2	2	2	2
		a	a	a	a	b	b	c	c	d	d	d	d	d	d	e	e	a	a	b	b	b	b							c	c	c	c		c	c	c	c	c	c	c	c
		1	2	3	4	1	2	1	2	1	2	3	4	5	6	1	2	1	2	1	2	3	1	2	3	4	1	2	1	2	1	2	1	2	1	2	1	2				
9	<sup>(17)</sup> Her favorite moment is <u>weekend</u>	x																																					Unnecessary word			
	<sup>(18)</sup> <u>Because</u> she always goes <u>home</u> to Purworejo <u>every weekend</u>																																									
	(Her favorite moment is <u>the weekend</u> because she always goes to Purworejo at these times)																																									



SYNTAX																																										
NO	SENTENCE	1														2						3			4		5						NOTE									
		1a				1b		1c		1d						1e		2a		2b		2c		3 1	3 2	3 3	3 4	4 1	4 2	5a		5b		5c		5d						
		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1							2 c 2	2 c 3	5 a 1		5 a 2	5 b 1	5 c 1	5 c 2	5 c 3	5 d 1	5 d 2		
10	( <sup>2</sup> )It was taken when we were in <u>second grade</u> of <u>senior high school</u> when we are visiting Bali Island (It was taken when we were in <u>the second grade</u> of Senior High School <u>while</u> visiting Bali Island)													x		x																								Punctuation		
R																																										
I																																										
Z																																										
K	( <sup>4</sup> )It was taken when we <u>want</u> to ride the flying fish (It was taken when we <u>wanted</u> to ride the flying fish)																																									Tense of the verb
/																																										
1																																										
2																																										
2	( <sup>8</sup> )He is my close friend since we were in <u>first grade</u> of Senior High School															x																										
0																																										
2	(He is my close friend since we were in the <u>first grade</u> of Senior High School)																																									
4																																										
0																																										
5	( <sup>9</sup> ) <u>He also</u> my classmate																	x																								
0	(He is also my classmate)																																									

SYNTAX																																				
NO	SENTENCE	1														2						3				4		5						NOTE		
		1a				1b		1c	1d						1e		2a		2b		2c		3 1	3 2	3 3	3 4	4 1	4 2	5a		5b	5c			5d	
		1 a 1	1 2	1 3	1 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3							2 c 1	2 c 2	2 c 3	5 a 1	5 a 2		5 b 1	5 c 1
10RIZK/ 1220241050	( <sup>11</sup> )He is wearing <u>large white T-shirt</u> , <u>red life jacket</u> , cream short pants	x																																	Linking word, Tense of the verb	
	(He wears a large white T-shirt, a red <u>life jacket</u> , and cream short pants)																																			
	( <sup>12</sup> )He is <u>also wearing</u> a pair of gloves but the color of the gloves are different																																		Tense of the verb	
	(He <u>also wears</u> a pair of gloves but the color of the gloves are different)																																			
	( <sup>14</sup> )He has <u>plump body type</u>	x																																	Unnecessary word	
	(He has a <u>plump body</u> )																																			
	( <sup>16</sup> )He also has <u>round face</u>	x																																		
	(He also has a <u>round face</u> )																																			
	( <sup>17</sup> )He has <u>bright skin</u> it makes him so attractive	x																																		
	(He has a <u>bright skin</u> it makes him so attractive)																																			
	( <sup>18</sup> )His hair is <u>straight black hair</u>																																			
	(He has straight and black hair)																																			

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1	( <sup>7</sup> )His hair is black and straight, <u>it</u> is long enough for <u>boy's</u> average	x																																								
1	(His hair is black and straight, which is long enough for <u>a boy's</u> average)																																									
G A N A N G	( <sup>8</sup> )He wears Batik with <u>combination</u> of red, black, and white and he wears grey jeans	x																																								
	(He wears Batik with <u>the combination</u> of red, black, and <u>white</u> and he wears grey jeans)																																									
	/																																									
1	( <sup>9</sup> )He is <u>very</u> kind person	x																																								
1	(He is <u>a very</u> kind person)																																									
2																																										
2	( <sup>10</sup> )He likes to great <u>peoples</u> and <u>he</u> <u>likes</u> to make jokes as well																											x														
2	(He likes to great <u>people</u> and to make jokes as well)																																									
4																																										
1	( <sup>13</sup> )He always <u>sing</u> her song <u>everytime</u> and <u>everywhere</u>															x																										
0																																										
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1	(He always <u>sings</u> her song in everytime and in everywhere)																																									

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1 2 .  H E R I N A  N /  1 2 2 0 2 2 4 1 0 5 2	( <sup>4</sup> )In that picture, she is <u>the second</u> from right side  (In that picture, she is in <u>the second</u> from the right side)    <sup>8</sup> )She has <u>short</u> hair cut (She has a <u>short</u> hair cut)    <sup>9</sup> )From the picture, you can see that she wears <u>red hairpin</u> (From the picture, you can see that she wears a <u>red hairpin</u> )   																																					

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15	She also wears a watch because she has <u>a lot activities</u> and she does not want to be late in every activity she has														x																								
16	(She also wears a watch because she has a lot of activities and she does not want to be late in every activity she has)																																						
17	(Almost all of her activity is singing in choir)																						x																
18	(Most of her activities are singing in choir)																																						
19	(She really loves <u>to sing</u> )					x																																	
20	(She really loves <u>singing</u> )																																						
21	(She joins <u>to</u> wedding choir,teenage Catholic choir, and another choir that I do not know	x																																					
22	(She joins <u>a</u> wedding choir, <u>a teenage</u> Catholic choir, and another choir that I do not know )																																						
23	(She <u>is</u> always <u>listening</u> when I tell her about my problem												x																										Tense of the verb
24	(She always <u>listens to me</u> when I tell her about my problem)																																						

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1	( <sup>10</sup> )She <u>is carrying</u> a blue bag too																																					Tense of the verb																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
3	(She carries a blue bag too)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
3	( <sup>11</sup> )The picture was taken when we <u>were visiting</u> Pura Tanah Lot in Bali two years ago																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														



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1	( <sup>21</sup> )She looks shorter than me <u>but</u> <u>looks</u> almost <u>same</u> with the girl on the left side, Yunisa	x																																								
3	(She looks shorter than me <u>but</u> <u>it</u> <u>looks</u> almost the <u>same</u> with the girl on the l :ft side, Yunisa)																																									
S																																										
A	( <sup>22</sup> )Those two are best friends too																																									Subject/verb
R	(They are best friends too)																																									agreement
A																																										
S	( <sup>23</sup> )Their heights are about the <u>same</u> (They are at the same height)																							x																		

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1 4 . T S A N I N / 1 2 2 0 2 2 4 1 0 5 4	( <sup>16</sup> )Her account <u>named</u> Umie Eastme																	x																				
	(Her account <u>is named</u> Umie Eastme)																																					
	( <sup>17</sup> )Let's <u>Go</u> on to the next friend <u>who</u> was sitting in the right side																																					Punctuation, Tense of the verb
	(Let's <u>go</u> on to the next friend sitting in the right side)																																					
	( <sup>23</sup> )In this picture, she <u>is wearing</u> a bright brown blouse, with a skirt that I don't know <u>what's the colour is</u> and a black veil																																					Tense of the verb
	(In this picture, she <u>wears</u> a bright brown blouse, with a skirt that I don't know <u>what colour it is</u> and a black veil)																																					
	( <sup>24</sup> )She is <u>very friendly girl</u>	x																																				
	(She is <u>a very friendly girl</u> )																																					
	( <sup>26</sup> )She often feels bad without <u>a</u> reason, but she is really a responsible girl																x																					
	(She often feels bad without <u>any</u> reason, but she is really a responsible girl)																																					

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15	( <sup>3</sup> )The girl <u>in blue</u> and <u>sits</u> on the motorcycle is me																x																											Parallelism
	(The girl <u>wearing</u> blue clothes and <u>sitting</u> on the motorcycle is me)																																											
ERI	( <sup>4</sup> ) <u>Umi wore</u> a jacket and <u>stood</u> next to me																																											Parallelism, Tense of the verb
K	( <u>Umi wears</u> a jacket and <u>stands</u> next to me)																																											
/	( <sup>5</sup> )We have just finished our lecture <u>that day</u> , than we <u>were going</u> to do Ashar pray as we do our obligation as moslems															x				x																								
1220224	(We ha <u>ve</u> just finished our lecture <u>in</u> that day, than we <u>went</u> to do Ashar pray as we do our obligation as moslems)																																											
1055	( <sup>7</sup> )We're <u>in 1<sup>st</sup></u> grade of EED, FBS, UNY	x																																										
	(We're <u>in the 1<sup>st</sup></u> grade of EED, FBS, UNY)																																											

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1	( <sup>8</sup> )In that picture Umi <u>wore</u> a veil and																																												Tenses of the verb
5	<u>carried</u> a big heavy bag because <u>after</u>																																												
.	<u>done</u> the praying we did our																																												
	homework together																																												
E	(In that picture Umi <u>wears</u> a veil and																																												
R	<u>carries</u> a big heavy bag because <u>after</u>																																												
I	<u>doing</u> the praying we did our																																												
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K	( <sup>12</sup> )She is beautiful and has <u>oval face</u>	x																																											
	(She is beautiful and has an oval face)																																												

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1 6 · S I T I N /  1 2 2 0 2 2 4 1 0 5 6	<sup>(7)</sup> <u>Eventhough</u> she is as small as me, but she is older than me, now she is 20 years old  ( <u>Although</u> she is as small as me, but she is older than me, now she is 20 years old)    <sup>(10)</sup> Sometimes her dimple is seen when she smiles  (Sometimes her dimple is seen when <u>she smiles</u> )    <sup>(11)</sup> <u>That</u> is a <u>photo</u> when we went to Rumah Zakat, located in Parangtritis St  ( <u>This photo is taken</u> when we went to Rumah Zakat, located in Parangtritis St)    <sup>(14)</sup> Siti is really beautiful with <u>light-blue</u> <u>hijab</u>  (Siti is really beautiful with a <u>light-blue</u> <u>hijab</u> )																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					

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		1	2	3	4	1	2	1	2	1	2	3	4	5	6	1	2	1	2	1	2	3	1	2	3																
1 6	( <sup>16</sup> )She <u>have</u> to walk about 3 kms to go to campus, she is a very strong girl																						x																		
	(She <u>has</u> to walk about 3 kms to go to campus, she is a very strong girl)																																								



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17	( <sup>2</sup> )Both of them were my classmate when we were <u>in</u> Senior High School															x																													
N I S A  A M A L I A  /  1 2 2 0 2 4 1 0 5 7	(Both of them were my classmate when we were <u>at</u> Senior High School)																																												
	( <sup>7</sup> )In the photo Feni is the tallest one, but now she has <u>same</u> height with Aurel	x																																											
	(In the photo Feni is the tallest one, but now she has <u>the same</u> height with Aurel)																																												
	( <sup>11</sup> )We have <u>same</u> hobby	x																																											
	(We have the same hobby)																																												
	( <sup>14</sup> )We also like <u>hang</u> out together					x																																							
	(We also like hanging out together)																																												
	( <sup>16</sup> )It <u>happen</u> when we were <u>on</u> the seventh grade															x																													
	(It <u>happened</u> when we were <u>in</u> the seventh grade)																																												
	( <sup>17</sup> )It <u>is</u> really fun																																											Tense of the verb	
	(It <u>was</u> really fun)																																												

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		a	a	a	a	b	b	c	c	d	d	d	d	d	d	e	e	a	a	b	b	b	c							c	c	c	a	a	b		b	c	c	c
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1 7 .  N I S A	( <sup>20</sup> )Her face expression is always flat when she tells a <u>stories</u> , whether that is a funny story or just a bad story																																				Wrong word			
	(Her face expression is always flat when she tells a <u>story</u> , whether that is a funny story or just a <u>sad</u> story)																																							
	( <sup>21</sup> )It is different <u>with</u> Aurel																x																							
	(It is different from Aurel)																																							
	( <sup>23</sup> )She always <u>got</u> first rank in the axams																																			Tense of the verb				
	(She always <u>gets</u> first rank in the axams)																																							

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18	( <sup>1</sup> )I would like to describe my best friend when I was <u>in</u> Vocational High School															x																				
E	( <sup>1</sup> )I would like to describe my best friend when I was <u>at</u> Vocational High School																																			
R																																				
N																																				
I	( <sup>3</sup> )In <u>these both of</u> picture she <u>is</u> <u>standing</u> in the left side																																	Tense of the verb		
A	(In <u>the</u> picture she <u>stands</u> in the left side)																																			
R																																				
/	( <sup>6</sup> )She has <u>plump</u> body <u>type</u>	x																																		
	(She has a <u>plump</u> body)																																			
122022	( <sup>9</sup> )She also has chubby-red cheeks and <u>pointed nose</u>	x																																		
	(She also has chubby-red cheeks and a <u>pointed nose</u> )																																			
41058	( <sup>10</sup> )In the picture number 1, she <u>is</u> <u>wearing</u> a grey hat, <u>dark</u> blue shirt, and black jeans <u>trousers</u>	x																																Tense of the verb		
	(In the picture number 1, she <u>wears</u> a grey hat, a <u>dark</u> blue shirt, and black jeans)																																			

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1	( <sup>7</sup> )He studies Mathematics <u>in</u> Ahmad Dahlan University															x																									
9	(He studies Mathematics <u>at</u> Ahmad Dahlan University)																																								
U	( <sup>8</sup> )Mahindra is about 165 <u>cm</u> tall																																								Wrong word
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/	( <sup>10</sup> )He has oval face with <u>flat nose</u> and thick eyebrows	x																																							
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2	( <sup>12</sup> )In the photo he wears <u>blue T-shirt</u> , <u>black jacket</u> , and black jeans	x																																							
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20	(2)We called our group as Khalid bin Walid because it is the name of war commander <u>when Nabi Muhammad</u> period, and we want to be as brave as him in facing every challenge that we got	x													x																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													</



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		1 a 1	1 a 2	1 a 3	1 a 4	1 b 1	1 b 2	1 c 1	1 c 2	1 d 1	1 d 2	1 d 3	1 d 4	1 d 5	1 d 6	1 e 1	1 e 2	2 a 1	2 a 2	2 b 1	2 b 2	2 b 3	2 c 1							2 c 2	2 c 3	5 a 1	5 a 2	5 b 1	5 c 1	5 c 2		5 c 3	5 d 1
2016 SIT WI /  1620 241060	(10)She <u>was wearing</u> grey T-shirt, black trousers, and black veil	x																																					
	(She wears a <u>grey</u> T-shirt, black trousers, and a <u>black veil</u> )																																						
	(11)She's medium <u>high</u> and average weight																																					Wrong Word	
	(She's medium <u>height</u> and average weight)																																						
	(12)She's <u>athletic body</u> because she often has exercise every morning	x																																					
	(She's an <u>athletic body</u> because she often has exercise every morning)																																						
	(13)She always <u>wearing</u> veil																																					Tense of the verb	
	(She always <u>wears</u> veil)																																						
	(14)But, I knew that she has long black and straight hair when she put her veil off before she <u>was sleep</u>																																						
	(But, I knew that she has long black and straight hair when she put her veil off before she <u>sleeps</u> )																																					Tense of the verb	
	(19)Next, I want to <u>tell about</u> Mega													x																									
	(Next, I want to tell you about Mega)																																						

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20	( <sup>20</sup> )Now, she <u>is study</u> in Seni Rupa major																																					Tense of the verb		
	(Now, she <u>studies</u> in Seni Rupa major)																																							
S I T I	( <sup>22</sup> )She <u>was wearing grey veil, yellow T-shirt and batik skirt</u>	x																																					Tense of the verb	
	(She <u>wears a grey veil, a yellow T-shirt and a batik skirt</u> )																																							
W /  1 6 2 0 2 4 1 0 6 0	( <sup>23</sup> )She's tall and slim <u>body</u>																																						Unnecessary word	
	(She's tall and slim)																																							
	( <sup>26</sup> )Last time, she <u>performs</u> “Semar Gugat” with <u>Culture</u> Study Community <u>in</u> Taman Budaya Yogyakarta	x																																						
	(Last time, she <u>performed</u> “Semar Gugat” with <u>Cultural</u> Study Community <u>at</u> Taman Budaya Yogyakarta)																																							
	( <sup>27</sup> )She also loves <u>draw comic</u>					x																																		
	(She also loves drawing comics)																																							

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18	12202241058	3														1	1		1																				
19	12202241059	5															2																						
20	12202241060	5				2		1				3				1			1																				
Total frequency of errors each category		69		1	1	6		5	4		1	4	6		19	26	2	7			4	1	2	4	2				1										
Total number of errors		165																																					
%		41.82		0.61	0.61	3.64		3.03	2.42		0.61	2.42	3.64			11.52	15.76	1.21	4.24				2.42	0.61	1.21	2.42	1.21				0.61	0.00							